



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

ENCOURAGING EFL EIGHTH-GRADE STUDENTS OF “MIGUEL MOROCHO” SCHOOL TO READ FOR PLEASURE THROUGH THE APPLICATION OF CLIL- BASED ACTIVITIES.

Trabajo de investigación previo a la obtención
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Resumen

El objetivo de este proyecto fue fomentar la lectura por placer en los estudiantes de octavo grado de inglés de la Escuela Miguel Morocho a través del uso de las actividades de lectura del Lenguaje de Contenido Integrado (CLIL). El objetivo principal era activar los conocimientos previos en los estudiantes de inglés, ayudando a recordarles lo que ya sabían en los temas relativos al primer idioma (L1); Y por lo tanto, los estudiantes podrían transferir lo que ya sabían del idioma nativo L1 a la lengua de destino (L2). Además, los estudiantes a través de una serie de actividades de lecturas CLIL pudieron sentir motivación para activar sus conocimientos previos de un tema específico y estos conocimientos previos les ayudaron a comprender el contenido de la actividad de lectura y transferir ese contenido a L2. Por lo tanto, los estudiantes pudieron vincular hechos nuevos con los conocimientos previos y aumentar su nivel de comprensión de lectura. Finalmente, algunos estudiantes pudieron lograr el placer de leer en un idioma que no era su lengua materna.

Palabras Claves: LECTURA, CONTENIDO INTEGRADO DEL APRENDIZAJE(CLIL), ESTRATEGIA, FOMENTAR

Abstract

This project was intended to encourage eighth-grade English as a foreign language (EFL) students from Miguel Morocho School to read for pleasure through the use of Content Language Integrated Learning (CLIL) reading activities. The main goal was to activate relevant background knowledge in EFL students, helping to remind them of what they already knew in the subjects concerning to the first language (L1); and thus, they could transfer what they already knew from L1 to the target language (L2). Also, students through a series of CLIL readings activities could feel motivation to activate their prior knowledge of a specific topic, and this prior knowledge helped them to comprehend the content of the reading activity and transfer that content to L2. Therefore, students could link new facts to the prior knowledge and increase their level of reading comprehension. Finally, some students could achieve the pleasure of reading in a language that is not their mother tongue.

Keywords: READING, CONTENT INTEGRATED LEARNING, METHOD (CLIL), STRATEGY, ENCOURAGE



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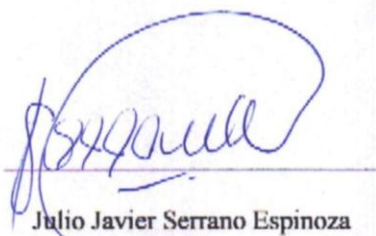
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Chapter I

The Problem

1.1 Topic

Encouraging EFL eighth-grade students of “Miguel Morocho” School to read for pleasure through the application of CLIL-based activities

1.2 Antecedents

Reading has been considered an excellent tool to improve students’ language and other skills in the process of learning. During their educational lives, students are asked to find different sources to read, not only to strengthen their writing and vocabulary skills but to improve their oral expressions (Brothersherif, 2008). Therefore, if teachers encourage students to read for pleasure, the enhancement of individual skills in language would be achieved. Reading for pleasure is an activity that students have been forgetting. They read out of necessity or out of obligation because the school demands them to read not because they want to (Trujillo G. A, 2012).

In the book “Claves Para Formar Lectores Adolescentes con Talento” written by Ana Margallo, she concludes that “free voluntary reading or sustained independent reading results from better reading comprehension, writing style, vocabulary, spelling, and grammatical development” (p. 13). For that reason, if teachers encourage students to improve their reading skills, students will not only improve their English language; they will also improve their academic and educational levels in the subject content areas. As a result, they will become proficient in both processes while they are studying to succeed in life. In that way, students may reach Cognitive Academic Language Proficiency (CALP) easier than if they were studying English and the target subject separately.



1.3 Delimitation of the Object of Study and Formulation of the Research Problem

One of the difficult goals for students while they are learning English as a foreign language is the acquisition of vocabulary. This absence of vocabulary causes a lack of interest in English learners, and combined with the students' fear makes the language acquisition a slow process in expressing themselves in another language. In 1999, the results of research conducted to measure the effects of students' proficiency in English carried out by a Japan's University named Kyushu University reported that "those students who read more English books experienced significant greater improvement in reading ability and vocabulary knowledge than those who reported reading less" (Ratnawati Mohd and Ismail Sheikh, 2003, p. 1). Hence, students who are encouraged to read for pleasure may gain improvement in reading skills and acquire more vocabulary.

According to the National Institute of Census and Statistics (INEC 2012), students have lost their passion for reading. Reading is not promoted in schools and even during English classes; teachers tend to teach with the translation method. For that reason, students lose interest to learn English and to acquire a reading habit. Sadly, English has been focused on grammar translations instead of becoming an experiential and practical way to learn. In 1993, Krashen cited by (Ratnawati Mohd and Ismail Sheikh, 2003, p. 2) suggested that "one of the best ways to help students increase their language proficiency is to encourage them to read extensively." Therefore, eighth-grade students from Miguel Morocho School will be encouraged to read for pleasure in activities based on subjects they already know; in order to help them to improve their knowledge, acquire new vocabulary, and create a reading habit on their own.

Consequently, to apply this research the Content-Language Integrated learning (CLIL) method will be used which means "students learn a subject through the medium of a foreign language" (Ratnawati Mohd and Ismail Sheikh, 2003, p. 6). The reading activities will focus



on subjects they have already studied in the mother tongue, and all of the activities will be exposed to them in a certain time throughout a booklet in order to encourage eighth-grade EFL students to read for pleasure.

1.4 Justification

Reading can be considered a basic elementary activity that allows the rest of the process of learning. Consequently, reading becomes an essential activity to be practiced in order to acquire new knowledge and vocabulary (Trujillo 2011).

Time passes and customs are changing. Adolescents cannot be the same as those in the past years, especially since the context is not the same. Reading was the main leisure activity some years ago, but now it is considered an obligation. Currently, the act of reading is limited and has lost its place in the leisure activities for youth (see appendix 1). If we give a teenager the opportunity to choose between playing on a computer or reading a novel, in most cases, they will choose to play on the computer. “It is because there is a new generation of technological youths” (Brothersherif, 2008, p. 1). There is no doubt that a teen who has never been encouraged to read on his/her own will have little chance to become a good reader in his/her adulthood (Brothersherif, 2008, p. 1).

“Reading for pleasure is an important practice needed to acquire language fluency, and it is not just a classroom-based activity instead is considered a basic everyday practice” (Clark, Christina, and Kate Rumbold, p. 9). Reading is a skill that becomes better with practice, and it has a range of benefits for second-language students. It may increase a sense of achievement, confidence, self-esteem and self-awareness, may widen horizons, may develop relationships, and may promote inclusion and empathy through sharing opinions and ideas. Also, it may prevent boredom and promote relaxation (Clark, 2006). Eighth-grade EFL



students from Miguel Morocho school will be encouraged to read for pleasure to help them to improve their reading skills and to get a better proficiency in the English language.

This research will apply the CLIL method which relates reading activities with different students' academic subjects which can include "Social studies, Language and Literature, Natural Science, and Mathematics." These subjects must be mastered in school but in this case these subjects will be taught "through a foreign language with dual-focused aims in order to facilitate the acquisition of vocabulary in the target language as well as the knowledge of the subject to which it is related" (Yao, 2014, pág. 805). As a teacher of English from Miguel Morocho School, I realized students do not like to read, so they have a lack of English vocabulary for their level. The intention of this research is to provide eighth-grade students from Miguel Morocho School with CLIL reading activities, to encourage them to read only for pleasure.

1.5 Objectives

1.5.1 General Objective

- To create a booklet with sixteen basic CLIL reading activities for eighth-grade EFL beginner students at "Miguel Morocho" School to encourage them to read for pleasure.

1.5.2 Specific Objectives

- To analyze and collect four readings for beginner levels based on each subject: Natural Science, Mathematics, Language Arts, and Social Studies.
- To create activities for each reading selected (Comprehension, Web research, Communicative activity, Project).
- To compile all activities



- To create a booklet to encourage eighth-grade EFL students to read for pleasure.



Chapter II

Literature Review

2.1 What is Reading?

In the article written by Patricia L. Scharer (2012) “What is Reading?”, she says “Reading is not a simple way to decode 26 letters or 26 sounds; instead, it is a process to achieve knowledge about how letters and sounds relate” (p. 1). Reading is more than decoding individual words; certainly someone can read in a language when it is not his/her mother tongue; however, her/his understanding would be totally absent. Understanding and comprehension are skills that the readers would like to achieve within the act of reading. Letters and words will be the path to acquire a better understanding, but the act of comprehension is more challenging for the readers, not on the page, but in the brain. One definition that Patricia L. Scharer in her article “What is Reading” considers to cite is Marie Clay’s definition of reading (as quoted in Scharer. P, 2012, p. 1). “I define reading as a message getting, and a problem-solving activity.” Scharer clarifies that message-getting focuses on the understanding that the reader should achieve while he/she is getting the meaning from the text. Indeed, a reader can read; however, if he/she does not understand the meaning, the reader is not getting the message from the reading. By defining reading as “message-getting,” the writer should focus on the creation of meaning to the reader’s brain. In fact, readers need reliable material that they may find interesting to their capacities and understand it to become successful readers. As for “problem solving” Scharer affirms that readers may develop many ways to be successful when they are acquiring new vocabulary. Readers might look at the unknown words, relate them to the texts, and make associations with the overall passage to consider the word’s pronunciation and meaning. Furthermore, readers might use a glossary, a dictionary, or another resource to decode the meaning of the



unknown words. The reader needs to know that it is his/her job to figure out the meaning of unknown words based on what they know about letters, sounds, words, language, and texts. Also, she says that independent and successful skills are important achievements to acquire for readers; one of the forms to achieve these skills is “rereading” (to try again). When readers reread, they may gain self-confidence and acquire a better understanding from the text (p. 1, 2).

2.2 The Importance of Reading

Parents, educators, and many people all agree that reading and writing skills that arise from initial stages will be the major keys to succeeding in the school, job, and social life. Once mastered, they are also a life-long source of pleasure, enjoyment, and learning (Epstein and Hohmann, p.5). In the article “La Importancia de la Lectura desde la Infancia,” Antonio Trujillo (2011) says that the act of reading is a very important skill because it does not only provide information (instruction), but it also educates and creates habits of reflection, analysis, effort, concentration, entertainment, and distraction. A person with a reading habit has cognitive autonomy; it means she/he is ready to learn for himself/herself throughout life. In this time in which knowledge changes quickly, it is essential to acquire a reading habit to guarantee new and updated knowledge. A reading habit may make people academically efficient and competent in the field of academic work. Having a fluent reading comprehension habit today is more than just a worthy pastime; it guarantees the future of the generations that are currently forming in the school (p. 1).

Trujillo argues that reading helps the development and improvement in the overall language; it improves oral and written expressions, makes the language more fluid, increases vocabulary, and improves grammar and spelling. All professional subjects might require reading practices because this habit constantly updates knowledge and gives people more relevant information every day. He also affirms that the act of reading improves human



relations, enriches personal contacts, facilitates the development of social skills, and increases communication and understanding. It gives an easy way to expose one's own thinking and enables the ability to think and form concepts, judgments, and logical reasoning. Reading is an extraordinary intellectual tool that promotes the development of fundamental cognitive skills such as comparing, defining, arguing, observing, characterizing, etc. It may increase our cultural heritage and provide information and knowledge about different aspects of human culture. Furthermore, reading broadens individual horizons by allowing contact with a variety of places, people, experiences, and customs. It stimulates and satisfies curiosity either intellectual or scientific; it might expand our lexical horizons by giving the reader the key indicators of creativity such as fluency, flexibility, originality, and sensitivity (p. 2). It would seem that there is a lot of evidence provided through time that demonstrates families that have put importance on reading, writing, and speaking skills, tend to raise sons and daughters more proficient in the reading habit; Trujillo says. It is easy to see why reading is essential for families and other people who take care of children; actually, they need to create an environment in which children enjoy reading and share their books (p.3).

According to Antonio Trujillo and others (2011), reading should be oral to have an improvement in the learning process. Oral reading helps readers to strengthen the knowledge of the graphic-sounds while they work on intonation and learn the proper pronunciation of a group of words. Therefore, oral reading might be a way for teachers to check the students' understanding of the text. On the other hand, he exposes that silent reading provides development of reading comprehension, grammar, vocabulary, and fixed elements. Teachers should promote both types of reading either in the classroom or at home during the time that students are performing activities to get along with each chapter while they are studying. Students should focus their attentions on specific questions and exercises, to encourage themselves to achieve vocabulary, and to have a better intonation (p. 3). Trujillo affirms that



depending on the level of the student, reading can be used to obtain general information, specific information, and a deeper understanding about the subject. Thus, the reader might look for maximizing information, taking into account the details and other notes which confirms the general meaning and understanding of the text. Foreign Language teachers should always encourage the habit of reading on their students, engaging them with different techniques, and creating in the student's mind the sensation of pleasure in the reading habit (p. 4).

In the article "Beginning to Read" written by Marilyn Adams (1994), she affirms that reading may be done inside the classroom or outside. It is prudent that students may previously work at home with the book and later can expand their knowledge with the group of class. By doing this, students might improve rhythm, intonation, and phonological awareness. Adams says that reading is a tool that can help readers become independent learners. When somebody is reading, he/she is decoding words and building new knowledge to get larger vocabulary that opens the reader's brain up to a wider range of reading materials (p. 370).

2.3 Types of Reading

In the article written by Каденко (2012) named "The Types of Reading and Exercises for Teaching Reading," he exposes that reading is a skill that permits the reader to get a message, recognize written words, and get new meaning from the text. Furthermore, it is used to teach pronunciation and grasp new information about the text. Reading is a complicated activity that involves perception and thought. Moreover, he affirms that reading consists in two linked processes: word recognition and comprehension. Word recognition talks about the process of how written symbols become one's spoken language. On the other hand, comprehension is the process of making sense of words, sentences, and texts. Readers usually



tend to use background knowledge, vocabulary, grammatical knowledge, experience in the text and other strategies to help them understand the written words.

Moreover, Каденко (2012) says that there are some different types of reading and some types of activities to develop reading skills such as skimming, general reading or scanning, and close reading or searching reading (p. 214).

Skimming is the most elementary type of reading. It is a reading process to extract the meaning of the text, or the basic overall idea rather than to focus on absorbing all the aspects. For instance, many people tend to skim a newspaper or an article just to get a quick overview to see if the article will be worthwhile reading in detail (p.214).

Scanning is a skill that requires that readers read quickly; it means to read in a high-speed manner, trying to acquire a specific piece of information. To scan a reading text, the reader should start at the top of the page then move his/her eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when the reader has a question in his/her mind, but he/she does not need to read every word. Instead, she/he may look for the key words to answer his/her questions only (p.214).

Close reading is the most important skill that the reader should achieve. It means to be aware of all what is printed on the page. Close reading means not simply read and understand the meaning of the single printed words. Instead, it involves making the reading process alive to all the indications and connotations of the language written in the article, organizing the reading process to create new knowledge and new understanding (p. 214).

Close reading might include the following activities:

- “Using short passages and excerpts.
- Diving right into the text with limited pre-reading activities.
- Focusing on the text itself.
- Rereading deliberately.



- Reading with a pencil.
- Noticing things that are confusing.
- Discussing the text with others.
- Using Think-Pair-Share or Turn and Talk frequently.
- Using Small groups and the whole class.
- Responding to text-dependent questions” (Burke, 2011, p. 2).

In the article “Developing Reading Comprehension”, F. Grellet (1981) focuses his attention on close reading and says that close reading requires reading comprehension because it plays an important role in the process to word recognition skills and listening comprehension skills. Recognizing the words on the page are vital to reading comprehension. If the reader cannot understand, obviously the reader will not be able to extract the essence of the written words. Once written words are recognized, the reader can understand them as long as they are in the reader’s vocabulary. Unfamiliar words that are not already in the reader’s vocabulary start to acquire meaning from the context in which they have been read. Reading gradually becomes a source of vocabulary development. Once the words are recognized, they can be input to the language comprehension system to understand what the writer wants to say. F. Grellet affirms that an excellent reader has good reading and listening comprehension skills while a person who does not read may have poor reading comprehension skills. That means that caregivers and teachers should encourage the development of reading comprehension skills in order to safeguard the students’ language comprehension. They also need to encourage the development of specific strategies to enhance reading comprehension skills. In addition, they need to inspire students to practice their reading skills. “Students need frequent opportunities to read during independent reading sessions” (p. 2).

2.4 Strategies for Teaching Reading

In the article “The Types of Reading and Exercises for Teaching Reading” written by Каденко (2012), he exposes that exercises targeted to teach reading comprehension may be divided into several groups depending on the purposes that the teachers want to achieve with their students. The first group of activities permits students to be familiar with the topic, to develop guessing skills, and to create expectations and interest in the written passages. This group is known as pre-reading activities

Pre-reading activities permit that the reader explores his/her prior knowledge to connect with what the reader already knows to the relevant text, to set up the purpose of the reading, to allow the readers to make predictions about what is coming in the passage, and to prepare the students’ interest before a close reading and contextualize the text. They are a way to access the readers’ prior knowledge by asking them to react to a series of statements and questions (215).

The next group of exercises that Каденко proposes is **while-reading exercises** whose aim is teaching students to seek specific information. The students should scan the text to extract the information that is going to help them to understand the writer’s purpose, the language structure, and the logical organization of the reading in the text. Also, the purpose of this sort of reading is to develop and help comprehension while reading the text content, to help readers use their own cognitive abilities, to remind readers of the importance of guessing vocabulary and contextual clues when they are acquiring unfamiliar words, to help readers make use of cross-cultural elements, to help readers develop their basic interpersonal skills, to transmit their opinions on the issue under discussion, and to read consciously (215).

The last exercises that he stresses are concerned with summarizing the content of the text. They are named **post-reading exercises**, and their main objective is to help students use their knowledge to combine the reading skills with the other language skills: listening,



speaking, and writing. Moreover, their goals are to help students to integrate the acquired knowledge into the foreign culture of study, to make use of keywords and structures, to sum up the reading passage, and to extract the main idea of the paragraph or the reading text (Каденко, 2012, p. 215; 216).

2.5 Reading in a Second Language

Effective reading is essential for success in acquiring a second language. In her article “Teaching English as a Second language,” Beatrice Mikulecky (2008) says that through the act of reading; readers may improve understanding, interpret texts, and expand vocabulary. Additionally, the process of reading permits the study of the sounds, the spelling of the words, and the acquisition of new vocabulary. Readers may acquire better grammar comprehension, and improve their communicative competence in the target language. “The act of reading is a conscious and unconscious thinking process” (p.100). The reader applies many strategies to reconstruct the meaning that the author wants to say in the text. The reader does this by comparing information in the text to his/ her background knowledge or prior experiences. In other words, the reader is interpreting the parts of the text by comparing them to what he/she already knows because the second language is based on his/her first language and cultural background (p. 100).

Furthermore, Beatrice explains that language and culture are not separated elements because language knowledge and the thinking process are constructed within a social and cultural background, and each language/culture acquires its own way to understand the world. In this way, if we compare two readers from different regions with different backgrounds they can develop different understandings of what the text means for them. Subsequently, teachers cannot assume that students who are good readers in their native language can be successful readers in the second language. “Reading in English requires a set of thinking skills and attitudes that grow out of the spoken and written use of the English language.



Teaching reading in Standard English to second-language learners and other limited English proficient students means helping them acquire the literate behaviors”(p. 103). For that reason as teachers, we need to be aware that our students should be taught instructional reading to encourage them to acquire more social and cognitive skills every day.

2.6 Content Language Integrated Learning (CLIL).

In their article, Helena Binterová, and Olga Komínková (2013) say that the present curriculum requires the integration of all the subjects in the educational field. Therefore, the typical form of education that prefers school subjects being taught separately does not work well for today’s needs. One of the methods which is gaining place in the integration and implementation of a foreign language into teaching is the method called Content Language Integrated Learning (CLIL) (p. 91).

Umberto Lesca (2013) proposes that CLIL is a method which combines the teaching of various content subjects with the teaching of a non-native language. Therefore, learning another language is considered important to our global society because it helps to develop skills in the first language and also helps to communicate ideas about science, art, technology, and so forth to people around the world in a non-native tongue. “In a CLIL classroom, the curricular subjects, and the new language are taught together. CLIL teachers can be subject teachers, language teachers, or classroom assistants” (p 36). Language teachers need to achieve more knowledge about the content subject, and subject teachers need to learn more about the language needed in order to be proficient teachers in the CLIL method.

2.7 CLIL in History

Educational systems lead in creating new approaches and methods that help teachers and learners to be aware of the needs of their communities in which they live and work. This is what has happened to the English language along time. CLIL was developed as one



example of educational needs. The term was adopted in Europe during 1994 to help professionals explore some activities to develop new results. Sometimes very significant outcomes were achieved in which scaffolding methodologies were used for educational purposes to learn the language and the authentic content (Nathalie Baïdak, 2005, p. 7). There are some antecedents of CLIL practice in history. There are at least two examples that shows its prior existence. One of them happened about 5,000 years ago when the Akkadians needed to learn the language of their conquerors (Sumerians). They used to use Sumerian for communication so that the Akkadians learned Sumerian through other subjects. Another example taken from the past is Latin as a language to teach the content of other subjects. Latin was used at universities for main fields of study such as law, medicine, theology, science, and philosophy (ŠVECOVÁ, 2011, p. 25). According to the book “Content and Language Integrated Learning (CLIL) at School in Europe” written by Nathalie Baïdak et. al. (2005), before the 1970s, this kind of teaching was put into practice in regions where the citizens were near the boundaries of the country that used to speak two languages. Thus, there were children who were growing up in a place with bilingual linguistic and social contexts. The main aim at that time was to turn children into bilingual speakers by permitting them to acquire the language comparable to a native speaker. Indeed, it relates to the “bilingual” schools (p.8).

Nathalie Baïdak points out that during the 1970s and 1980s, this kind of method was experimented within a Canadian community taught with “immersion teaching” (a method to teach a second language through the content of school subjects, such as Math, Science, Social Studies, and so on). The experiment was developed because of parents, whose native language was English, were living in the province of Quebec, and they considered that the proficiency in French was very important inside a French-speaking environment. In this way, adults offered education to their children in this language (French) that would lead them to



acquire significant language skills. Researchers saw that this method proved to be an enormous success in Canada. Furthermore, the support from the education authorities and the contribution of parents had been a key to its success. While it can be certain that the Canadian experiment is not manageable everywhere the English language is taught, it is a valuable source to encourage the development of a very wide range of experimental activities (p. 8).

2.8 Why CLIL?

Linguistic demands on education caused by globalization has been increasing from 1990s. People in today's life are trying to "increase cohesion and competitiveness." (Mehisto, Marsh, & Frigols, 2008, p. 10-11). One of the tools for achieving this goal is the improvement of language-learning opportunities for young learners. "It is believed that language can help global growth as the world has been interconnected by the exchange of information and knowledge" (Mehisto, Marsh, & Frigols, 2008, p.10). Due to this and some other factors, language is considered as the most important subject to learn. As the world is integrated, integrated learning is viewed as a modern form of educational delivery. For that reason, "learners should be well-founded with knowledge and skills suitable for the global age" (Mehisto, Marsh, & Frigols, 2008, p. 10-11).

English is considered to be the main language in the world. However, some countries have a strong view on the use of other languages within their boundaries. Therefore, the use of communicative skills in the use of other languages is a necessity among countries. Furthermore, languages play a very important role in society. For that reason, it is important that teachers of languages have good development in their teaching methods which will improve the quality of language education. One of the best methods is the CLIL method which has been working very well in European society (Darn, 2009, p. 275). "CLIL may be used not only in elementary or high school environments; it may also be applied to undergraduate programs in which students might take subjects in English" (Bonces, 2012, p.

184). Eva Reid (2009), in her article “CLIL as a Means of Intercultural” says that CLIL does not only bring new developments to an existing educational system, but it also forms opportunities for learners to become prepared for a successful life in multilingual and multicultural education. Therefore, the CLIL method is an efficient way of improving learners’ communicative competencies and their ability to use language in different cultural and linguistic environments. She states, that CLIL is a “two in one” method, which can enhance motivation in the direction of foreign language learning as well as the attitude toward the learning of various school subjects in a foreign language. Consequently, learners can develop the ability to start thinking in that foreign language. She also claims that learning a foreign language is not about learning and drilling grammar and vocabulary into the student. Today, the aim is to create a classroom with natural situations for language learning. The use of a foreign language in natural situations can enhance learners’ motivation and interest in the foreign language, and “it is the naturalness of the CLIL method which integrates both language and subject simultaneously” (p. 115).

2.9 How Does CLIL Work?

In her journal “Assessing CLIL at Primary School”, Cecilia Serra (2007) says that the CLIL method gives students the opportunity to know that the knowledge of language turns into the meaning of the learning content and integrates the languages into a broad curriculum (p. 582).

Darn, S. (2009), in his journal “Teaching Other Subjects through English,” says that the basis of CLIL is that content subjects are taught and learned in a language which is not the learner’s mother tongue. Learners may improve while they increase motivation, and the study of the language is seen natural in the context. When learners are interested in a topic, they are motivated to acquire the language to communicate their thoughts about the theme in which they are interested. For him, CLIL is a method based on language learning instead of being an



enforced grammar learning. Language is taught in real-life situations through which students may acquire the language as naturally as possible that becomes another form of learning. According to Darn (2009), in CLIL programs, fluency is better than accuracy because errors are seen as a natural part of the language learning process. Learners develop fluency in English by using it as a channel to communicate. Moreover, to improve new knowledge in English, in CLIL programs, reading skills are essential tools for students' development (p. 276).

He also states that reading a book is another form to practice the language development in the CLIL programs. The choice of the books should be appropriate to the level of the students. It means that the book will be determined according to the level of the students, and the level of difficulty. The beginners' level should use appropriate books with large printed pictures. They may have many repetitions internalizing new vocabulary with simple sentences. Also, reading in the CLIL method may introduce a wider cultural context, prepare people for internationalization, improve overall and specific language competence, and develop multilingual interests and attitudes toward the language learning (p. 277). In consequence, language teachers in CLIL programs have an important and difficult task because they have to know the language and also the content of the subjects. In that case, they have to reinforce both issues.

When a student is learning through the CLIL method, the educational process is similar to the process of learning to ride a bike. Firstly, the rider learns to ride with stabilizers; then, one parent holds the seat, and finally the rider drives alone. In the same way, students learn with the CLIL method. Firstly, they are immersed in a deeper context language; then, new information is presented to them, and finally students create new relationship between the prior and new knowledge (Mehisto, Marsh, & Frigols, 2008, p. 139). The authors (Mehisto, Marsh, and Frigols, 2008), in the book "Content and Language

Integrated Learning in Bilingual and Multilingual Education,” say that “building on a student’s existing knowledge; (prior knowledge), new knowledge is going to help them to increase understanding and knowledge” (p.29). The construction of new knowledge on students’ existing knowledge might be performed by teachers, parents, caregivers, other learners, or materials such as reading activities based on CLIL method. These reading activities should contain strategies such as: brainstorming, providing language as it is needed, and so forth (p.140).

2.10 CLIL-Style Activities

According to the researchers Mehisto, Marsh, and Frigols, (2008), CLIL covers some educational approaches such as Language Shower, CLIL Campus, International Projects and Total Early Immersion. All of these educational approaches could be considered by learners to develop a second language quicker or more intensively (p.12).

The first activity proposed by the researchers Mehisto, Marsh, and Frigols, is Language Shower. That means, teachers may use “Games, songs, visuals, realia, handling of objects and movement” (p. 13). Teachers might put emphasis on repetition and routines. Students should recognize different languages and also gain the main attitudes regarding the way of learning a second language. At the beginning, it can be difficult for the students to use CLIL language, so the initial shower activities can be short and gradually lengthened. These shower activities can appear during a certain topic. For example, students might talk about food during lunchtime, or students might answer the teacher’s questions in one or two words using the CLIL language (p.13-14).

Another kind of activity used in CLIL programs, according Mehisto, Marsh, and Frigols, is “CLIL campus” (p.14-16). It is based on studying in an outdoor learning center or a purpose-designed location. There can be camping for the weekend or one or two weeks, and they can be suitable for students from an early age to the end of secondary school. A five-day



camp is usually long enough to try CLIL campus programs. Among the activities students may read a book; after that, they can be divided into groups and compete among themselves using the CLIL language exposed in the book. During the camping, students may try to use the (CLIL) language. This kind of camp provides students with a camp language environment. They have fun during the process of learning the language. However, “ the great advantage is the development of motivation among students to learn the foreign language and the camp serves as an inspiration for the students to continue learning the CLIL language ” (p. 14-15).

The third activity that Mehisto, Marsh, and Frigols consider as a CLIL activity is known as “International projects” (16-17). The projects may be done and created through the Internet. For that project, this page may be used “<http://www.scienceacross.org>” for older students. Also, students may cooperate or help organizations all over the world. These kind of projects may be difficult to organize and carry out. They may be difficult at the beginning but may offer many advantages, such as helping students to develop responsibility for their learning, allowing them opportunities to meet and communicate to other speakers around the world in the CLIL language, motivating them to develop speaking skills, promoting teamwork, and also developing information and communication with technologies (p.16-17).

Finally, they describe “Total early immersion ” (p.17-19). Language immersion is a method to teach the target language in which the target language is used with both purposes, to teach the curriculum content, and as the media of instruction. In total immersion method students speak the target language the whole day which means that all the subjects will be taught in the target language. The process will be focused on communication skills. In this part, a new term is introduced “the immersion language.” The language used in this activity will be English as part of the process. Total early immersion is suitable for the development of functional fluency in second language learners (the CLIL language); the students extend



the knowledge of their culture as well as the culture related to the immersion language. All these activities can be changed and arranged by teachers according to students' needs and interests. Also, if the CLIL language teacher gets an agreement with other schools, it would be a great opportunity for two or more schools to cooperate each other (p.31-32).



Chapter III

Methodology

3.1 Methodology

The content of this study drew upon a variety of resources and procedures that were applied in the learning process to EFL students. The procedure employed in this monograph was based on bibliographic research and its application. The investigator collected information through a survey to use the data in the elaboration of a reading booklet for eighth-grade EFL students' classes.

These reading sources were selected by the researcher considering the topics to be studied by the students. Firstly, the best readings for each subject were collected according to the students' likes by taking into consideration four subjects as representatives of each area of knowledge: Language and Literature, representing the study of the tongue; Natural Science, representing the study of nature in general; Mathematics, representing the study of the exact Sciences; and Social Studies, representing the study of the culture of human beings. Secondly, the sixteen reading activities were analyzed. Thus, the researcher created four activities for each content subject in which the principle of the CLIL method was considered. "Students learn a subject through the medium of a foreign language" (Garrido, 2000, p. 12). The lessons and classroom activities were prepared to promote knowledge and understanding to the topics studied in both languages English and Spanish. Furthermore, participants were challenged to read some material which someone may think is not even suitable for them. However, the researcher used different activities such as games, role plays, competition, visuals, realia and well-designed CLIL reading activities to increase the students' participation. Third, the researcher applied a pre-test to measure the level of students at the beginning of this study. Finally, the researcher applied a post-test in three different times to



measure the level of encouragement that students reached as a result of the course experienced. This research worked primarily on a quantitative approach. Moreover, this investigation was interpreted by gathering information through the survey technique, as well as a pre-test and a post-test examination technique.

3.2 Participants

The population of interest in this study were young learners between the ages 13 and 14. They were eighth-grade students from Miguel Morocho School located in Gullanzhapa (Tarqui), in the city of Cuenca. These students participated in this research from February 2, 2015, until June 31, 2015. They fulfilled the following criteria: 1) to be a student of the institution (Miguel Morocho School); 2) to be in the eighth-grade level of education; and 3) to attend classes regularly. The majority of participants (12) were female; the rest of the participants (10) were male. The researcher worked with a homogeneous group. The group was analyzed during five months applying different sorts of readings according to the students' likes; the reading activities utilized were taken from the books that eighth-grade students had already studied in Spanish subjects such as: Social Studies, Language Arts, Natural Science, and Mathematics. These readings were applied using the principles of the CLIL method. "In a CLIL classroom, the curricular subjects, and the new language are taught together" (Umberto Lesca, 2013).

The sampling frame was obtained from a survey, a pre-test, and a post-test made by the researcher to discover the level of encouragement students achieved during the time of investigation.

3.3 The Survey

The first technique used by the researcher was a survey given to eighth-grade EFL students from the Miguel Morocho School (see Appendix 2). The survey was designed to



discover the best readings students liked for each subject concerning to this study, to identify the prior knowledge students already had, and to know if the students' prior knowledge could be transferred into CLIL reading activities to encourage them to read for pleasure. Additionally, it served to gather data material, so this material could be translated into English to develop reading skills. Furthermore, the researcher, through the survey, was informed on topics that are/are not needed to be covered in the course based on student's prior knowledge. Eventually, the researcher used his knowledge with the help of some web pages such as Google translator, and some dictionaries in order to translate the reading students' likes into the CLIL reading activities. Due to the low English level of the students, the survey was given in the Spanish language supported by the researcher. The survey technique included some yes or no questions and multiple-choice options to identify the reading students' likes according to the main subjects studied in eighth-grade.

It is important to point out that the participants provided information about their likes and dislikes of certain sections of the reading subjects, but the group of participants, who lived in Gullanzhapa (Tarqui), was only a small sample of the eighth-grade students that live in the whole city (Cuenca-Ecuador).

To conclude, the primary goal was obtained, and the booklet was built with sixteen reading lesson plans. Furthermore, this booklet followed the principles of the CLIL method and served to encourage students to read for pleasure.

3.4 The Pre-test

The pre-test: the researcher used a pre-test (see appendix 3) designed to measure the knowledge that students had at the beginning of this project and to quantify the English knowledge attained until that time from the group of students with diverse learning styles and educational backgrounds. The pre-test helped to measure the exact learning, as well as to



facilitate generating ideas and recommendations to the researcher to know the reading activities that students enjoyed the most. The pre-test was necessary and essential because it collected evidence for the clarification of the following post-test. The pre-test involved eight questions which comprised yes/no questions and multiple-choice options. The pre-test was applied in English despite the low comprehension of students. In order to obtain better results, the pre-test was explained by the researcher in Spanish as well.

3.5 The Post-test

Post-test: (see appendix 4, 5, 6), the post-test was based on the pre-test, but with some different questions because the post-test was designed to measure the level of encouragement students had reached as a result of the course experienced. The post-test analyzed the appropriateness of the learning objectives, recognized students that need additional help, and targeted any instructional needs to improve the course. It was given in the last stage of the discussion. The post-test was the last procedure technique to understand the students' knowledge after being exposed to reading activities based on the CLIL method. The post-test involved five questions including yes/no questions and multiple-choice options. However, the last post-test (see appendix 6) added one more question, six (6) in total, because this question was essential for the researcher to know if students from the eighth-grade were reading or not on their own at home. The post-test was sustained in English but the researcher assisted students analyzing some questions which were difficult for them.

To sum up, only one group was involved during the time of this research. The techniques utilized for the development of this investigation were based on the pre-test and the post-test technique, as well as the survey technique. The main purpose of the pre-test and the post-test was to know the efficiency of the treatment that eighth-grade students experienced. These tools were designed by using yes/no questions and multiple choice options to disclose and specify the information obtained. Thus, the information obtained not



only contributed to the researcher's knowledge about how to assist students with the utilization of reading activities, but it also helped to encourage students to improve their English-reading skills in the EFL classroom.

Chapter IV

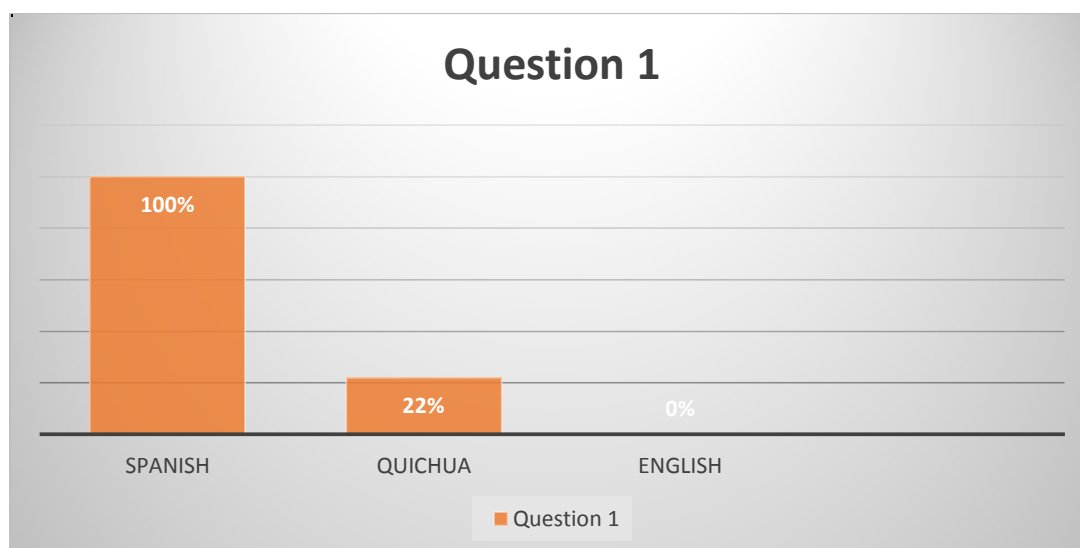
Results, Analysis, and Interpretation

4.1 Interpretation and Analysis of the Survey

The following graphics present the results of the survey administered to twenty-two students from Miguel Morocho School. They were eighth-grade students of education who lived in Gullanzhapa (Tarqui). The survey was held on February, 3. 2015 under previous authorization of the Director of the School, Mgst. Janeth Vazquez.

Graph 1

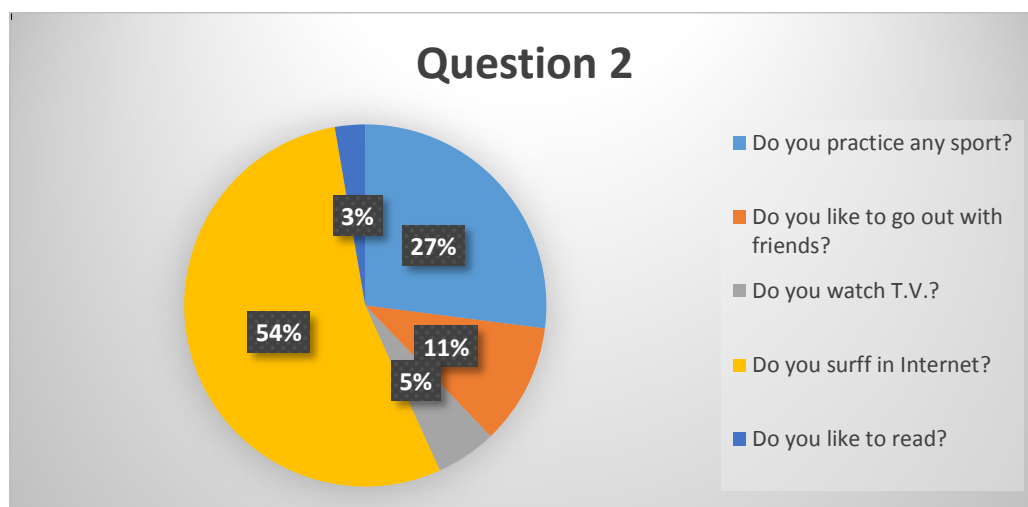
Question 1: What language do you speak at home?



Graphic 1 clarifies that 100% that is all 22 students, speak Spanish at home while 22% (5 students) of them speak both Spanish and Quichua and 0% of students speak English at home. These results are beneficial because they showed that 100% speak Spanish and it can be used as the language of instruction. Furthermore, as Spanish speakers, students can easily transfer the vocabulary they already know in the subjects they have in Spanish to L2.

Graph 2

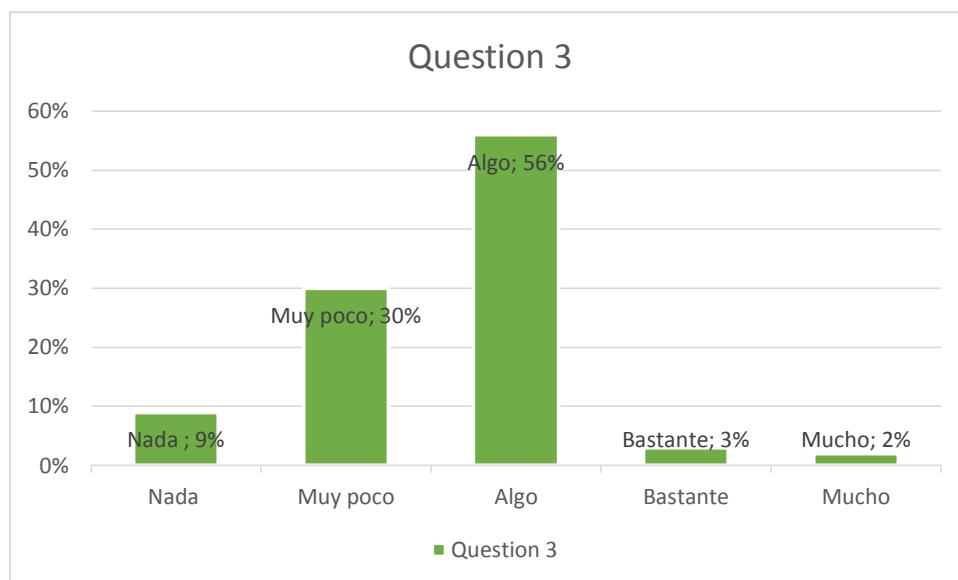
Question 2: Order, from 1 to 5, the following activities, with 1 being what you like the most and 5 the least.



The graphic shows that 54% (12 students) liked surfing on the internet, also, 27% (6 students) liked playing some sport. The 11% (3 students) liked to go out with friends, while the 5% (1 student) likes watching T.V. And just 3% (1 student in doubt who chose more than one question) liked reading. It demonstrates that students in the majority of the sample were not prone to read by their own. The considerable amount of students who liked surfing on the internet took advantage of this technological resource in the library of their community.

Graph 3

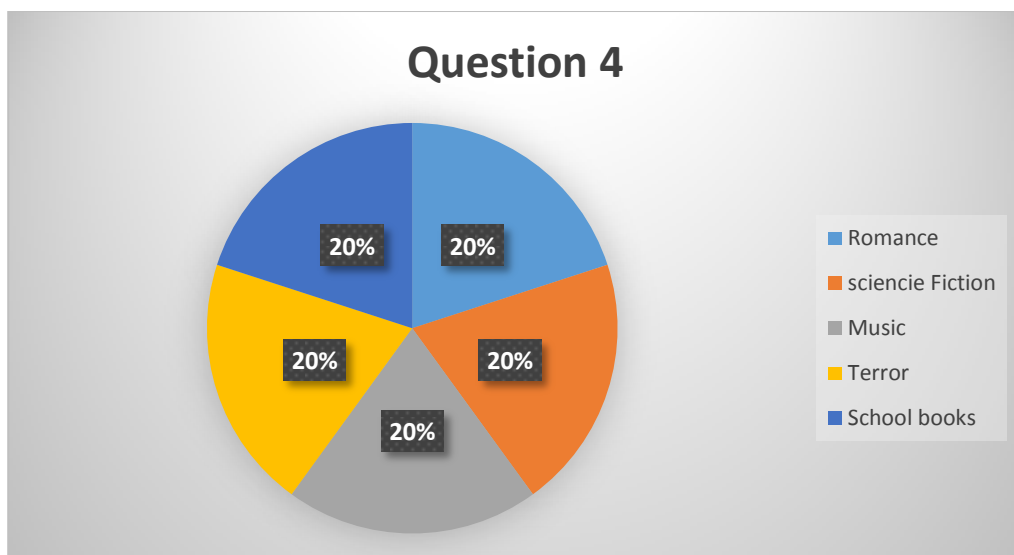
Question 3: Do you like to read?



Graphic 3 demonstrates that 9% (2 students) from eighth-grade in Miguel Morocho School did not like to read anything, 30% (7 students) liked to read a little bit, 56% (12 students) liked to read something, 3% (1 student in doubt) liked to read quite a bit and 2% (1 student in doubt) liked to read a lot. The results from 5% (1 student) show the doubt about the students' answers to make a decision on just one question. Therefore, these results indicate that students did not like to read. Maybe, they felt a sort of discouragement when they were exposed to a reading activity; that was why it was necessary to motivate them to read for pleasure.

Graph 4

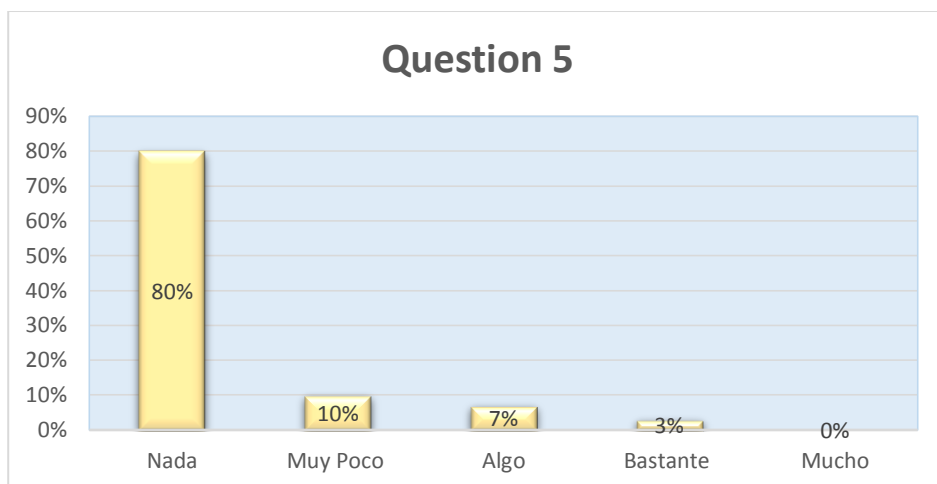
Question 4: What kind of readings do you like?



Graphic 4 shows some alternatives to the likes and dislikes of students when they were reading. The statistics reveal that 20% (4 students) preferred romance readings, 20% (5 students) preferred science fiction readings, the 20% (4 students) preferred readings related to music, another group 20% (5 students) preferred terror readings, and the last group 20% (4 students) preferred the school books for reading. This is very important because it demonstrated that students had a different kind of preferences, and it helped the researcher to know the likes and dislikes of students. Also, this information allowed selecting the readings for the booklet considering students' interests.

Graph 5

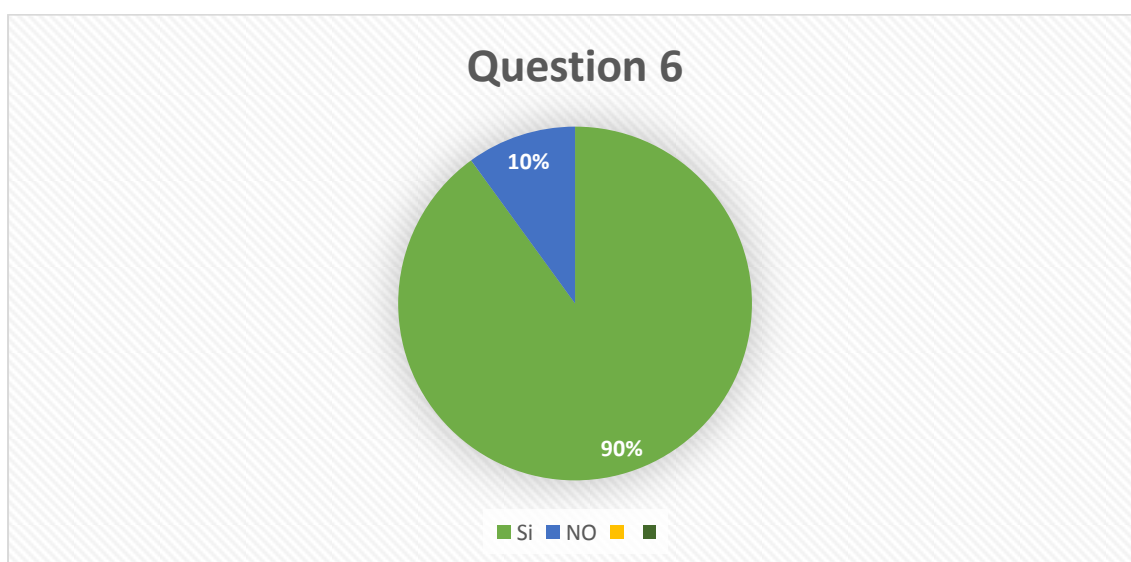
Question 5: Do you like to read in English?



Graphic 5 determines that most students, 80% (18 students) did not like reading in English, 10% (2 students) liked reading in English a little bit, 7% (2 students) said that they liked reading in English somewhat, another 3% (1 student in doubt) said I liked reading quite a bit, and nobody said that they liked reading in English a lot. It confirmed that most students did not feel pleasure in any English reading activity.

Graph 6

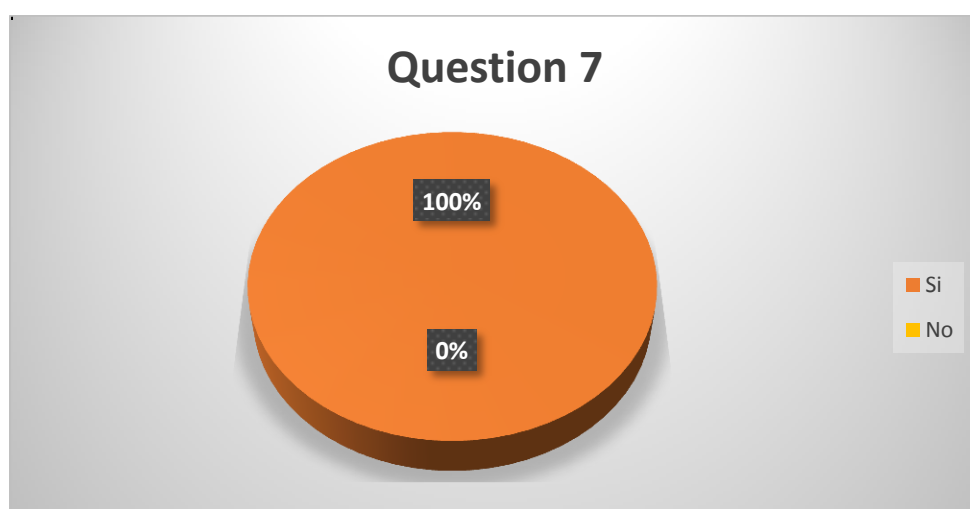
Question 6: Would you like having some readings activities in English related with your Spanish subjects?



Graphic 6 shows that 90% (20 students) wanted to have some reading activities in English related to their Spanish subjects while the other 10% (2 students) did not want to have reading activities in English related to Spanish subjects. These details provided the researcher a benefit because it demonstrated that most students wanted to have some reading activities related to their Spanish subjects. Then, the researcher could more easily involve the students with the content readings which were based on CLIL method.

Graph 7

Question 7: Would you give us a reading according to your likes for each main subject of the curriculum?



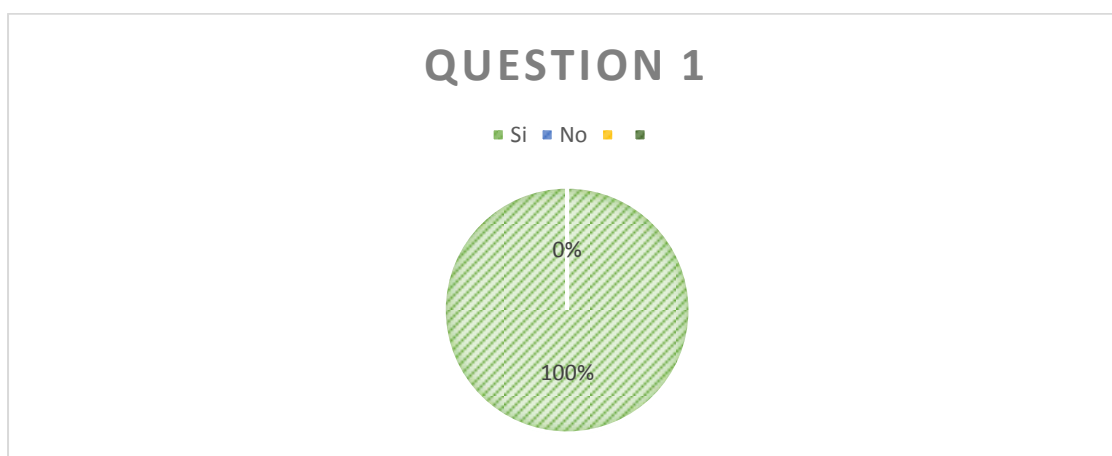
Graphic 7 shows the evidence that 100% (22 students) were in accordance with giving a reading according to their likes of the main subjects to be translated into English while 0% of students did not want to give a reading. It confirmed that students were very interested in reading activities from the subjects they already knew but translated into English using the principles of the CLIL method. This evidence also served to build a booklet based on students' likes, to work in classes. The booklet was constructed with the readings that students provided for the researcher and took into consideration four readings for each main subject.

4.2 Interpretation and Analysis of the Pre-test

The following graphics present the analysis and the results of the pre-test administered to a group of eighth-grade students from Miguel Morocho School. It is important to mention that the researcher made all the arrangements to apply this project with the director of the school, Mgst. Janeth Vazquez. The pre-test was held on March 3, 2015, the participants of the group were a total of twenty-two students, ten males, and twelve females between the ages from thirteen to fourteen years old.

Graph 8

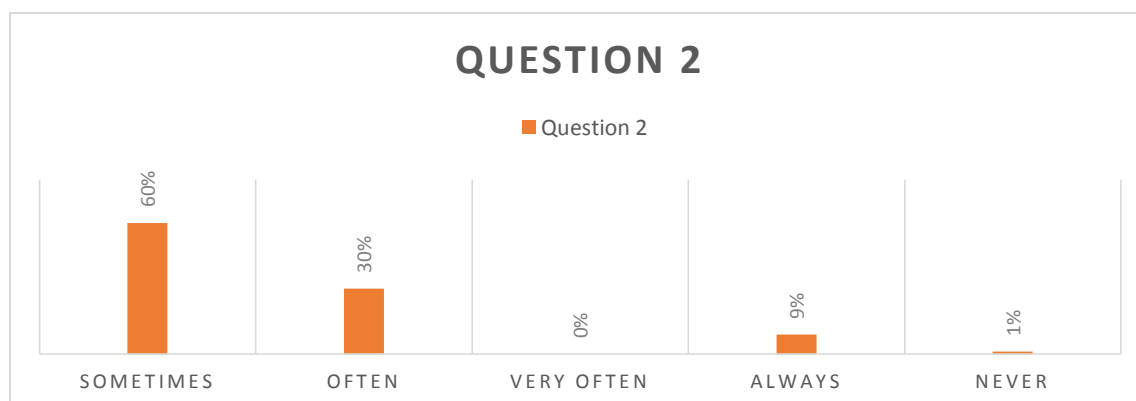
Question 1: Have you used reading activities before?



Question 1 shows that among the 22 students, which is 100% of the population, have used reading activities before while 0% have not previously used reading activities. These outcomes are an advantage for the researcher because it verified that reading activities were well known and well received. Also, it paved the way to implement the reading activities in the process of study.

Graph 9

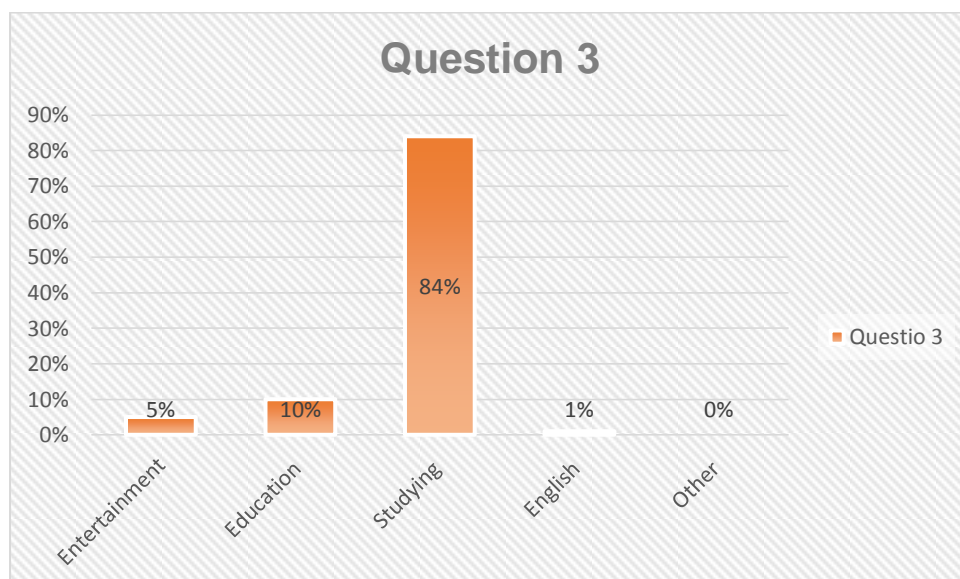
Question 2: How often do you use reading activities in classes?



As we can observe in the graphics and in the table most participants have used reading activities in class, 60% (13 students) of the participants from the group chose the option sometimes, 30% (7 students) from the group chose often. The 0% of students from the group chose very often, while 9% (2 students) chose always. Finally, 1% (1 students in doubt) selected never. These results demonstrated that the use of reading activities within the EFL classes were well received and used by the students during their learning process.

Graph 10

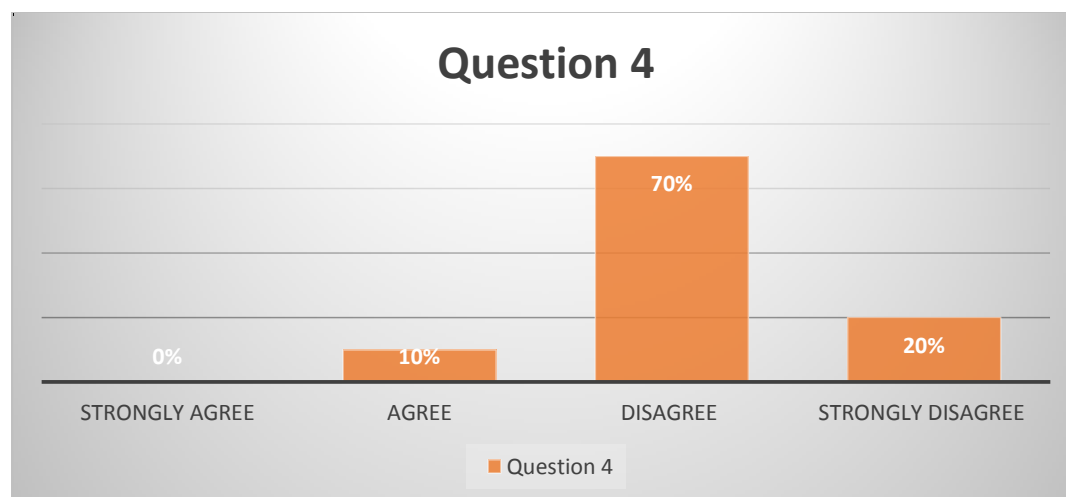
Question 3: When you use readings on your own, what do you usually use it for?



The graphics clearly demonstrate that 87% (19 students) from the group used reading for studying; as well as, education had 10% (2 students), followed by entertainment 5% (1 student), and 1% (1 student in doubt who chose more than one question) mentioned for studying English, and 0% of students wrote anything about another way to use readings on their own. This shows that when students used readings, they used them mostly for studying and for educational purposes. Also, it showed the researcher the students' interest in education purposes and how the readings activities based on CLIL method could encourage students to read on their own.

Graph 11

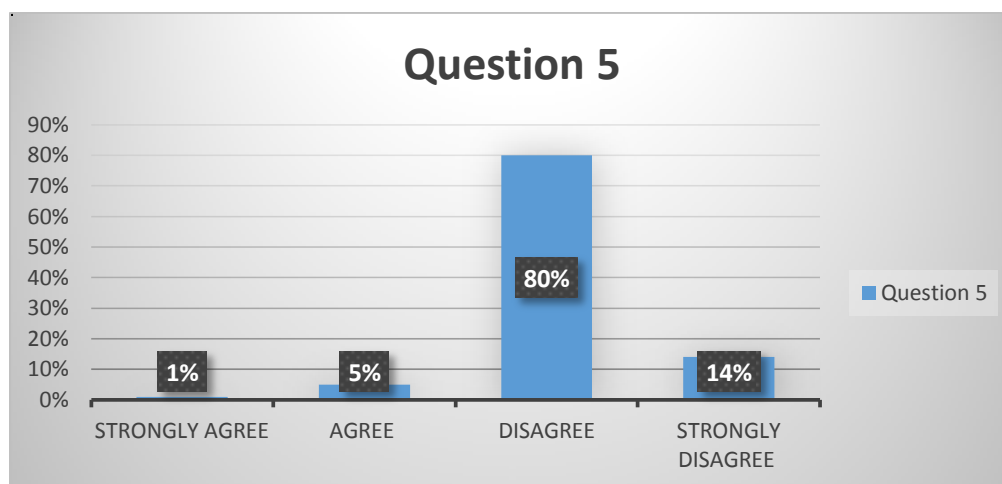
Question 4: Are the models of the reading activities helpful in your comprehension development?



As it is evident in the graphics that most students, 70% (16 students), from the group disagreed with the models of reading activities they had in their English books. 20% (4 students) strongly disagreed, and only 10% (2 students) agreed with the models of readings they had in their English books. This means that they were discouraged by the readings they had in their English books and these readings could not motivate their reading development.

Graph 12

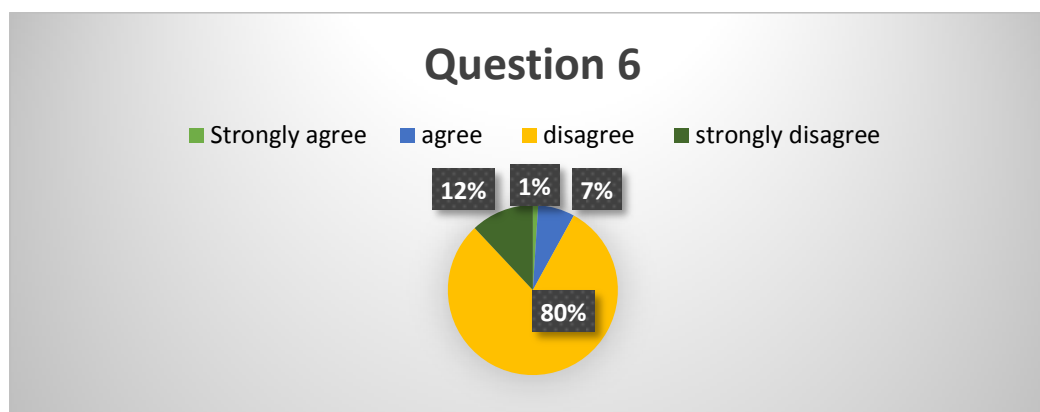
Question 5: Does using reading activities make classes more interesting?



The graphics clearly show that most students from the group 80% (18 students) disagreed, and 14% (3 students) from the group strongly disagreed that using reading activities made classes more interesting. Only 5% (1 student) agreed, and 1% (1 student in doubt) strongly agreed too. This graphics show how students did not feel pleasure in reading. I asked them “why do not you like reading activities?”, and they said that “the reading activities exposed to them did not have vocabulary related to their knowledge”.

Graph 13

Question 6: Were the reading activities used relevant to what was studied in class?



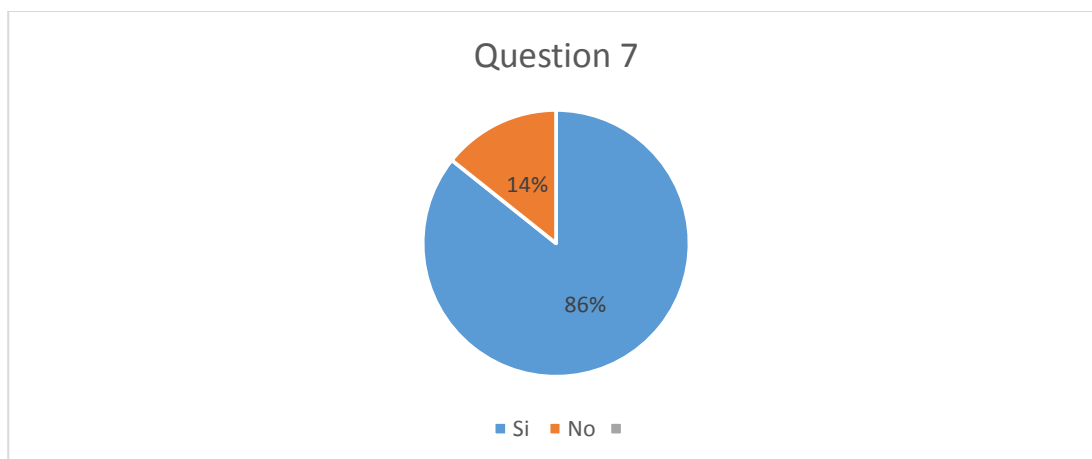


As can be observed in the graphics, most students, 80% (18 students), from the group disagreed with reading activities used in classes because they felt that most of the reading activities were irrelevant to what was studied in classes. Another 12% (3 students) from the group strongly disagreed while 7% (2 students) agreed with the reading activities exposed to them, and just 1% (1 student in doubt) strongly agreed. As can be seen, the purpose of this question was to determine whether reading activities used in classes were relevant or irrelevant to what was studied in classes. This question gave the researcher the information to know if the students wanted to change the topics of the reading activities that they used to have for some more familiar reading topics. Some students provided different reasons for their answers as follows:

- “Classes with reading activities are not more interesting.”
- “I strongly disagree because I am not understanding what the reading is about.”
- “Because reading activities should help me to practice the language and new vocabulary, but I was a little confused when the teacher presented the reading activity.”
- “I agree because I like English, and I would like to speak it.”

Graph 14

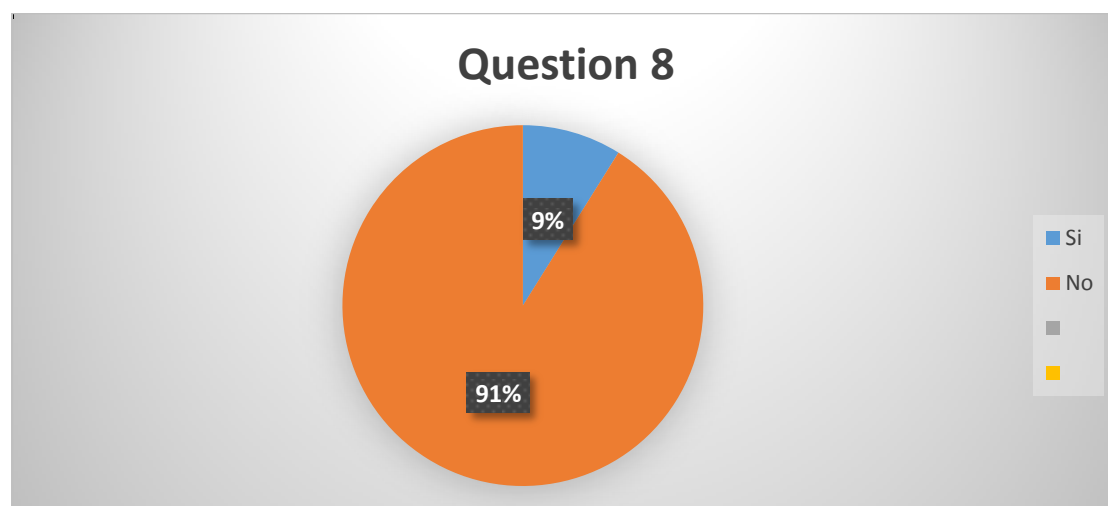
Question 7: Has using reading activities been beneficial to improving your reading skills?



According to the graphic, most of students, 86 % (19 students), recognized the benefits of reading activities for their improvement while 14% (3 students) did not see any benefit in reading activities. However, this graphic does show that students felt motivation to improve their reading skills because almost the whole class recognized the importance and benefits to acquire new knowledge through reading activities. Also, it served to recognize that reading may improve the learning process when teachers apply the correct method.

Graph 15

Question 8: Have you ever felt encouraged to read by yourself to study English outside your class?





As can be seen, most students from the group, 91% (20 students), did not feel motivated to use readings outside the class to study English. On the other hand, just 9% (2 students) of the students from the group expressed that they felt motivated to use readings outside classes.

The students stated their responses as follows:

- “I do not want to read inside and outside the classes.”
- “I would like to improve but I do not like to read.”
- “I do not feel motivated to study with reading activities.”
- “I read outside the classes just to do my homework.”
- “I like to read and I felt encouraged by readings activities in English.”

This graphic shows, how eighth-grade students from Miguel Morocho School felt discouraged about reading for pleasure. Only few (2) people said they like to read on their own.



4.3 Interpretation and Analysis of the 3 Periods of Classes

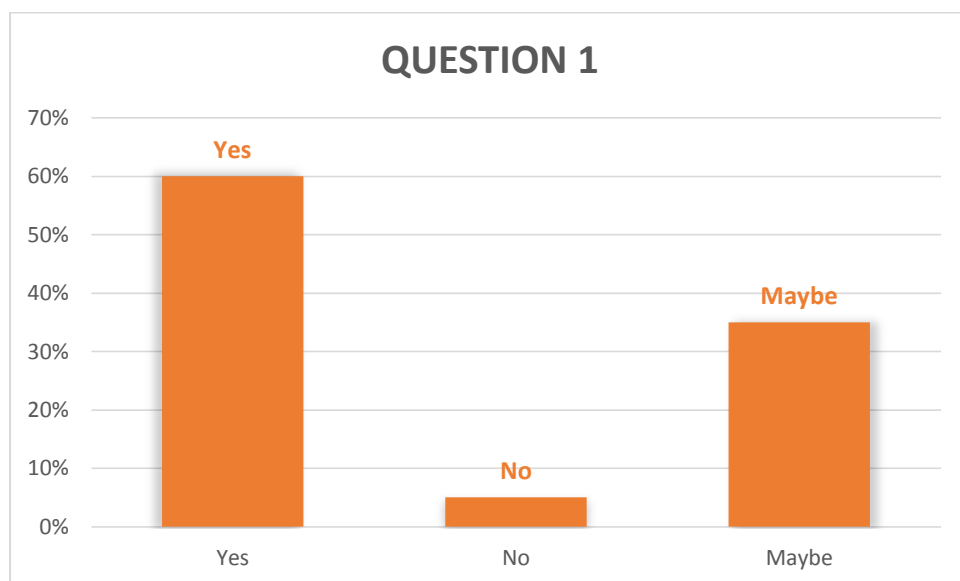
First of all, it is important to mention that prior to this thesis project, the researcher made all the arrangements with Mgst. Janeth Vazquez, Director of the Miguel Morocho School Gullanzhapa (Tarqui) to work in this institution while the project was applied. The same questions were asked to the whole group. The research started on March 3, 2015, and finished on June 10, 2015. The classes were directed in the classroom and sometimes in the computer laboratory with students from eighth grade. The group was exposed to the readings activities based on CLIL method for three months and each month the researcher made a post-test evaluating the level of students' encouragement to read for pleasure. It is important to mention that the group was exposed to the whole booklet in an attempt to attain the objective of this study which was to encourage eighth-grade students from Miguel Morocho School to use the CLIL reading activities to read for pleasure.

4.3.1 Interpretation and Analysis of the 1st Period of Classes

The information collected during the three periods of classes was evaluated in the same way. The next graphics are the interpretation, analysis, and results from the 1st period of classes that was held from March 3, 2015, to March 30, 2015. It is important to state that the entire booklet is shown in the appendix 7. Also, students were not exposed to the booklet in consecutive periods; instead, they were exposed during students' free time because they had to follow the curriculum proposed by the Ministry of Education.

Graph 16

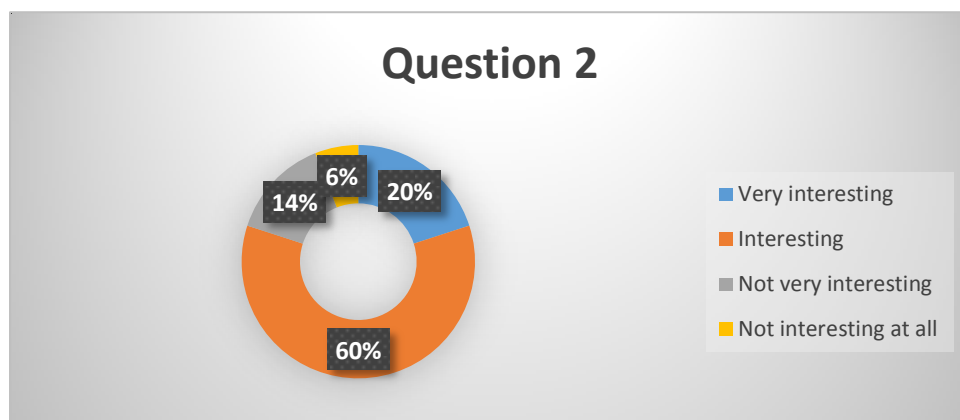
Question 1: Do you think you will use the information received this month from the reading activities in real life situations?



The graphics clearly show that most students from the group, 60% (13 students), thought that they were going to use the vocabulary words learned from the reading activities in real life situations. 35 % (8 students) from the group chose the option maybe, and just 5% (1 student) chose the option no. These positive results were important to the researcher because it confirmed that the group during classroom activities was able to recognize and associate vocabulary with what they already knew in Spanish.

Graph 17

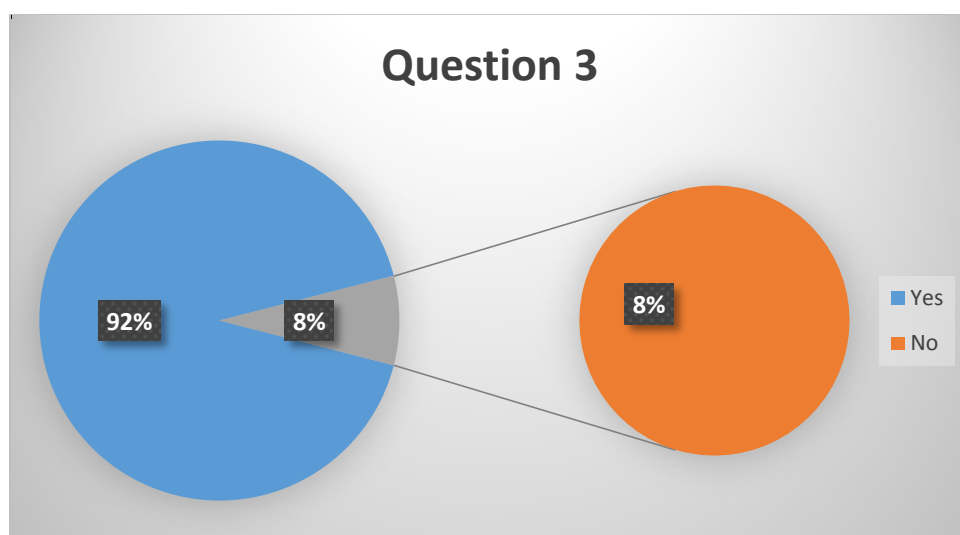
Question 2: Were this month's classes interesting?



As it can be seen in the graphics, 60% (13 student) from the group answered that the classes were interesting. 20% (4 students) found the period very interesting, 14% (3 students) found them not very interesting. Only 6% (2 students) found not interesting at all .This proved that classes were well received by the students, and most of them found classes interesting. Also, it encouraged the researcher to follow the project.

Graph 18

Question 3: Were the readings and the activities related to the topics of the book you are studying in Spanish? Please state why or why not?



The above graphics show that 92% (20 students) from the group found the readings and the activities related to the topics of the books they were studying in Spanish. Another 8% (2 students) found these readings and activities did not relate to the topics. Furthermore, this question showed that students could identify the vocabulary exposed to them in English which was related to students' prior knowledge.

They stated some answers as follows:

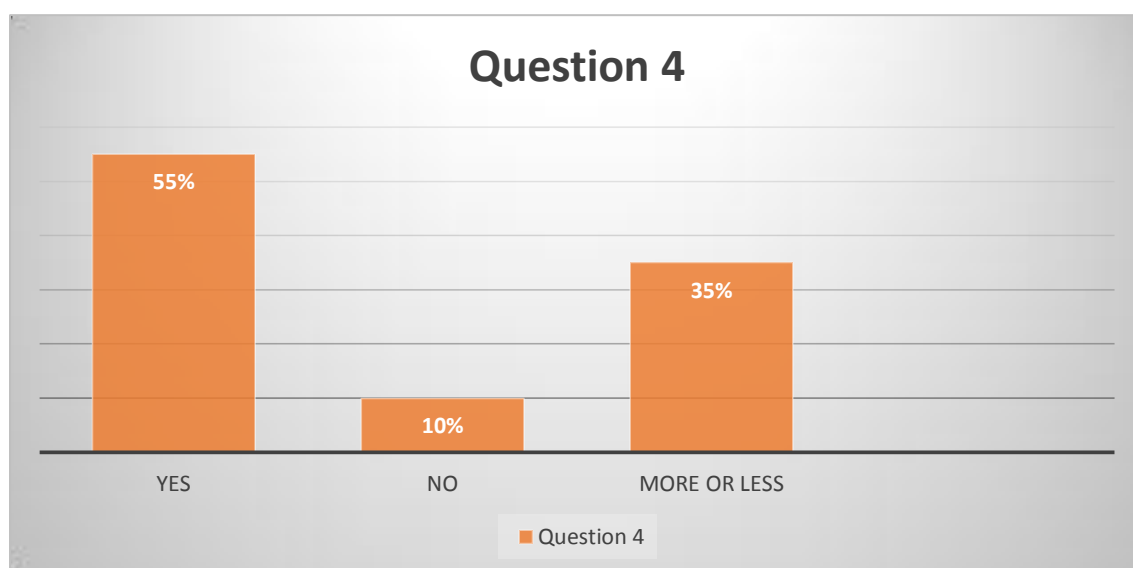
- “We found the same vocabulary we are studying in Spanish.”
- “We are studying the same thing in Spanish.”
- “It is easier to study because it is vocabulary we know in Spanish.”

Or some negative answers such as:

- “I do not understand English.”

Graph 19

Question 4: Did you understand the reading activities used in classes based on CLIL method?

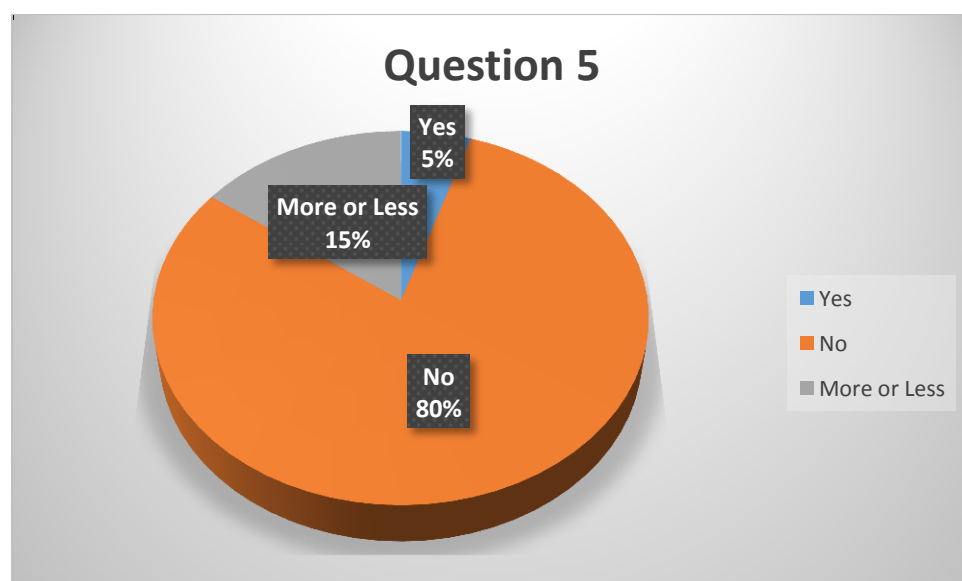


This graphic demonstrates the students' opinions about the readings and activities exposed to them. They said that 55% (12 students) understood what the classes were about

while 35% (8 students) understood more or less, and just 10% (2 students) did not understand the reading activities based on CLIL method. These results demonstrated that using the booklet based on CLIL activities, accompanied by the appropriate guide, helped students to understand the lesson better. In addition, these results showed that the whole class did not understand the activities exposed to them. For that reason, it was a stimulus to the researcher to make the following classes more understandable.

Graph 20

Question 20: During this month, did you feel encouraged to read on your own to learn English? Please state why or why not.



This graphic confirms that 80% (18 students) from the group did not feel encouraged to read for pleasure to learn English while 15% (3 students) answered more or less, and just 5% (1 student) felt encouraged by the reading activities based on CLIL method. These results reveal that most students still felt a sort of discouragement about reading on their own to learn English. However, we can notice that the number of students who selected the answer more or less were increasing. They stated as follows,

- “I do not like to read at home”



- “I read just to study”
- “I read just in assessment time.”

Or some comments such as:

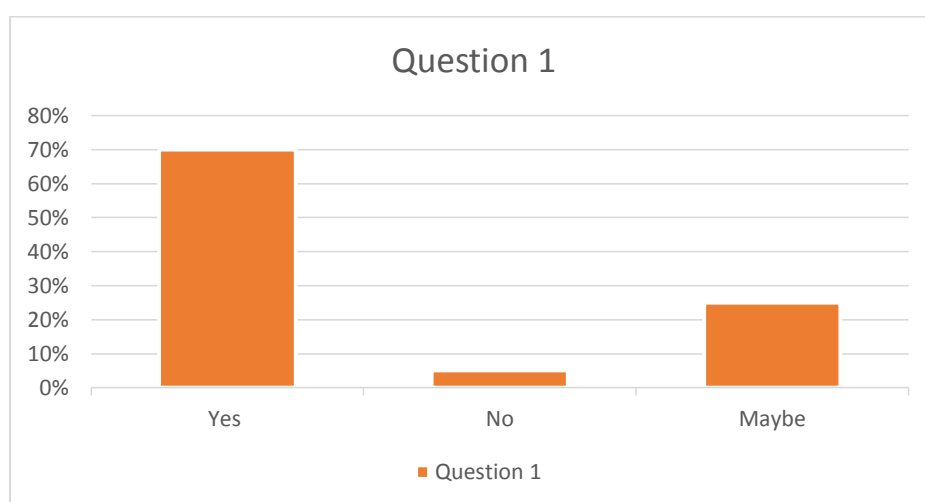
- “I would like to read more, but I have to work helping my father.” (Answers like this; showed that, despite the age of the students; most of them had to help their parents to work at home).

4.3.2 Interpretation and Analysis of the 2nd Period of Classes.

The following graphics are the interpretation, analysis, and results from the second period of classes that were held from April 1; to April 29. It is worthwhile to mention that the questionnaires are incorporated into the Appendix 5.

Graph 21

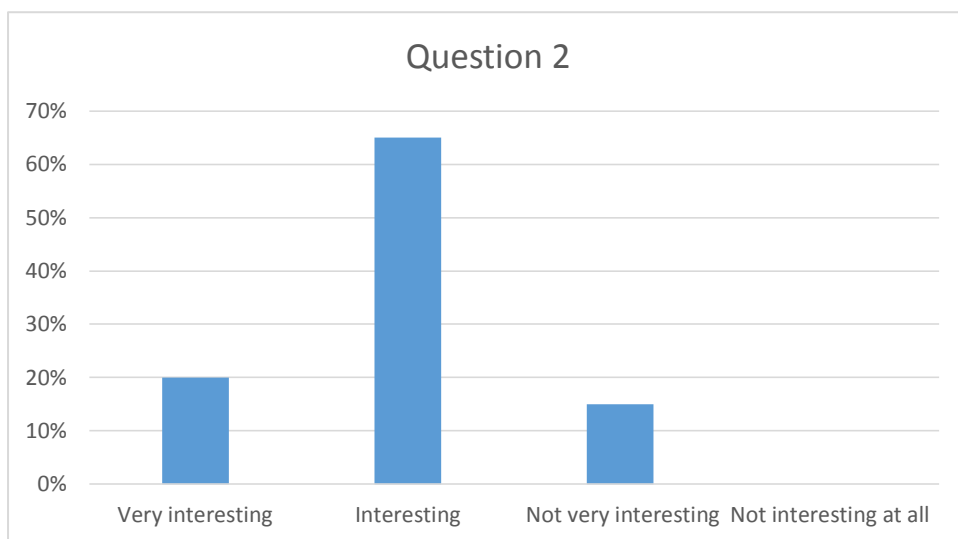
Question 1: Do you think you will use the information received this month from the reading activities in real life situations?



As is evident from graphics, 70% (16 students) thought that they were going to use the vocabulary words learned from the reading activities in real life situations. The 25 % (5 students) chose the option maybe, and just 5% (1 student) chose the option no. These positive results were very important to the researcher because it confirmed that the number of students who recognized the validity of the reading activities based on CLIL method was increasing. Furthermore, this showed that students could find easier to transfer vocabulary from L1 to L2.

Graph 22

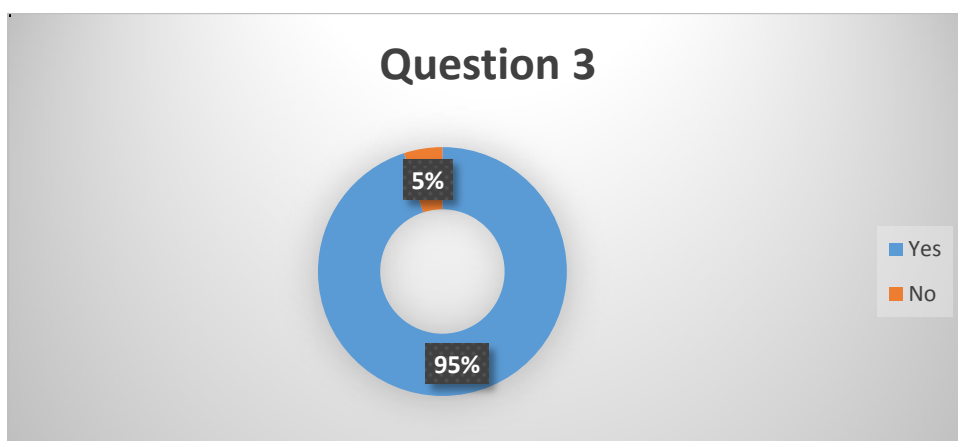
Question 2: Were this month's classes interesting?



As can be seen in this graphic, 65% (15 students) answered that the classes were interesting. 20% (4 students) found the period very interesting, 15% (3 students) found them not very interesting, and none of them found them not interesting at all. This proved that the classes were well received by the students, and most of them found them interesting. The number of students, who was interested in English, was increasing.

Graph 23

Question 3: Were the readings and the activities, related to the topics of the book you are studying in Spanish? Please state why or why not?



This graphic shows that 95% (21 students) found the readings and the activities did relate to the topics of the books they were studying in Spanish. The rest 5% (1 student) found these readings and activities did not relate to the topics. In addition, this graphic shows that students could recognize vocabulary they already knew in Spanish because they related it to the subjects they had in Spanish.

They stated some answers as follows:

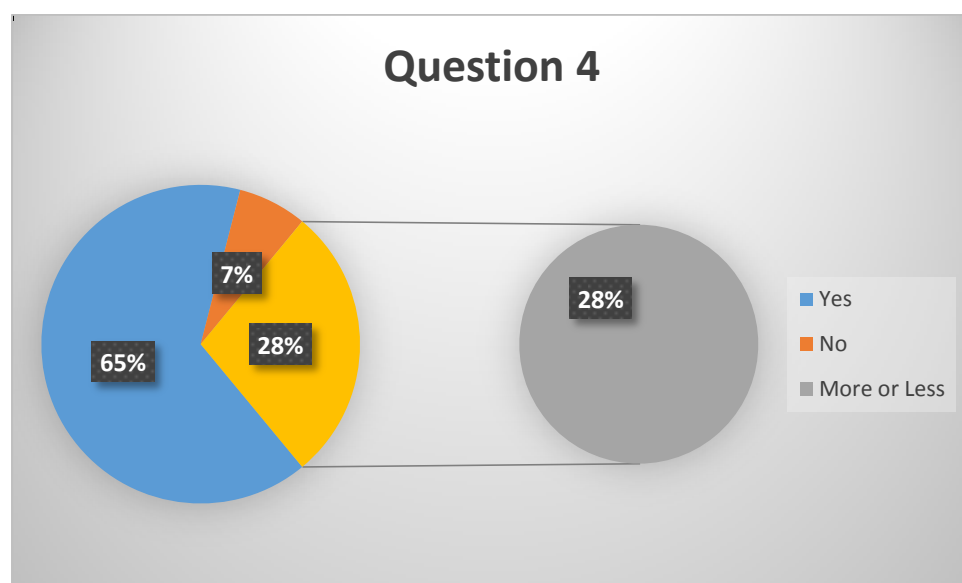
- “We found the same readings we are studying in Spanish.”
- “We are studying this reading in Natural Science in Spanish.”
- “It is easier to study because it is the readings we can find also in Spanish.”

Or some negative answers such as:

- “I hate English.”

Graph 24

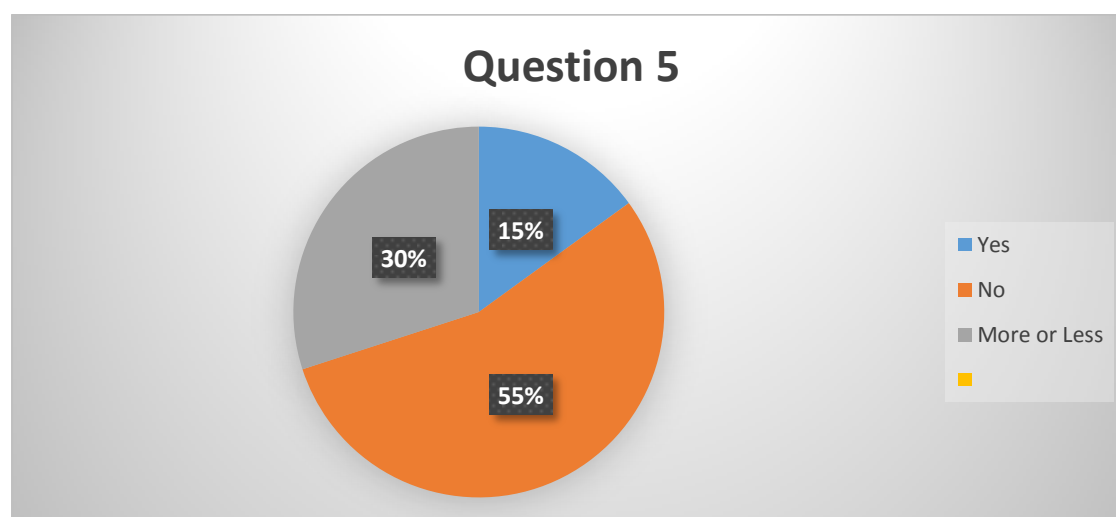
Question 4: Did you understand the reading activities used in classes based on CLIL method?



This graphic demonstrates the students' opinions about the readings and activities exposed to them. 65% (14 students) understood what the classes were about while 28% (6 students) understood more or less, and just 7% (2 students) did not understand. These results demonstrate that using the booklet based on CLIL activities, accompanied by the appropriate guide, helped the students understand the lesson better. It also shows how the knowledge of students was increasing day after day. Furthermore, most of the students found easier to transfer their prior knowledge from L1 to L2.

Graph 25

Question 5: During this month, did you feel encouraged to read on your own to learn English? Please state why or why not?



The graphic confirms that 55% (12 students) did not feel encouraged to read for pleasure in order learn English while 30% (7 students) answered more or less, and just 15% (3 students) felt encouraged by the reading activities based on CLIL method. The results reveal that most students from the group still felt discouraged to read on their own to learn English. However, the researcher could notice the growth of the number of students who felt motivated to read for pleasure. They stated some answers such as:

- “I do not like to read at home but English is a good subject.”



- “I found an old book in my house.”
- “I read now at home.”

Or some comments such as:

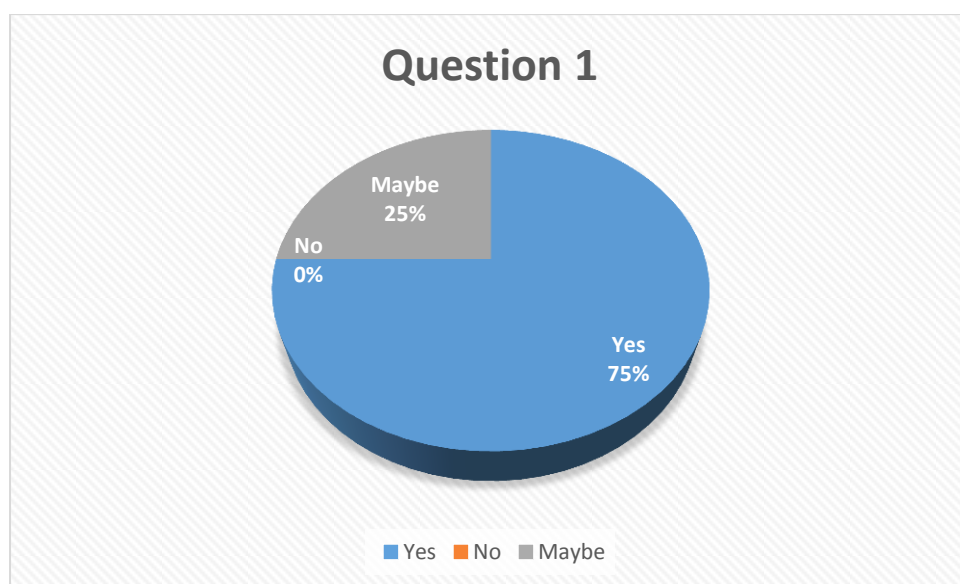
- “I like to read, but I have to work helping my father.”

4.3.3 Interpretation and Analysis of the 3rd Period of Classes

The following graphics are the interpretation, analysis and results from the third period of classes that were held from May 4; to June 10. For the next questionnaire, the researcher added one more question to gauge if students were reading at home. The last questionnaire is incorporated into Appendix 6.

Graph 26

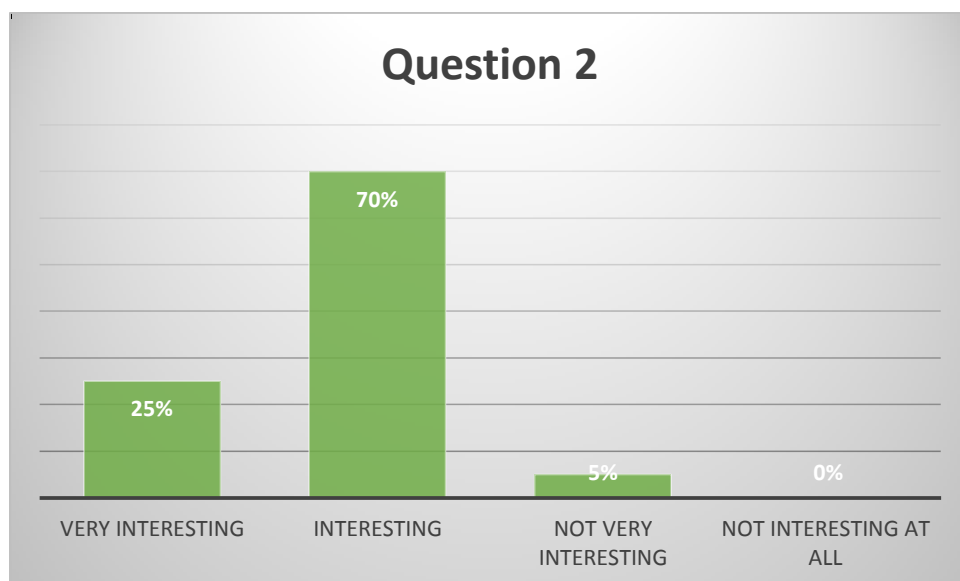
Question 1: Do you think you will use the information received this month from the reading activities in real life situations?



The graphic shows that 75% (17 students) thought that they were going to use the vocabulary words from the reading activities in real life situations. 25 % (5 students) chose the option maybe, and none of them chose the option no. These positive results were very important to the researcher because it confirmed that during classroom activities, the number of the students, who recognized the validity of the reading activities based on CLIL method, was increasing. Also, the results show that they were transferring the knowledge they already knew from L1 to L2.

Graph 27

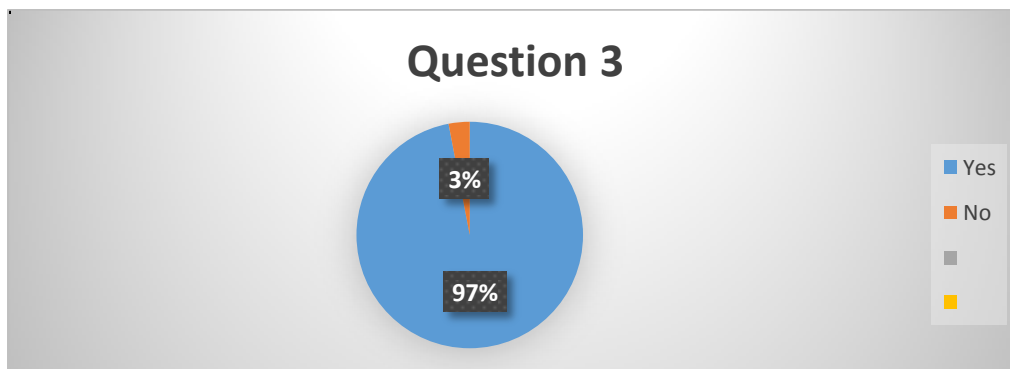
Question 2: Were this month's classes interesting?



As can be seen in the graphic, 70% (16 students) answered that the classes were interesting. 25% (5 students) found the period very interesting, 5% (1 student) of the students found them not very interesting, and none of students chose not interesting at all. This proved that classes were well received by the students, and most of them found classes interesting. Some of them really enjoyed the English classes.

Graph 28

Question 3: Were the readings and the activities related to the topics of the book you are studying in Spanish? Please state why or why not?



The graphic shows that 97% (21 students) found that the readings and the activities did relate to the topics of the books they were studying in Spanish. The 3% (1 student in doubt) found these readings and activities did not relate to the topics. This graphic shows that students found the vocabulary easier to transfer into English language due to the fact that they had the same vocabulary in Spanish.

They stated some answer as follows:

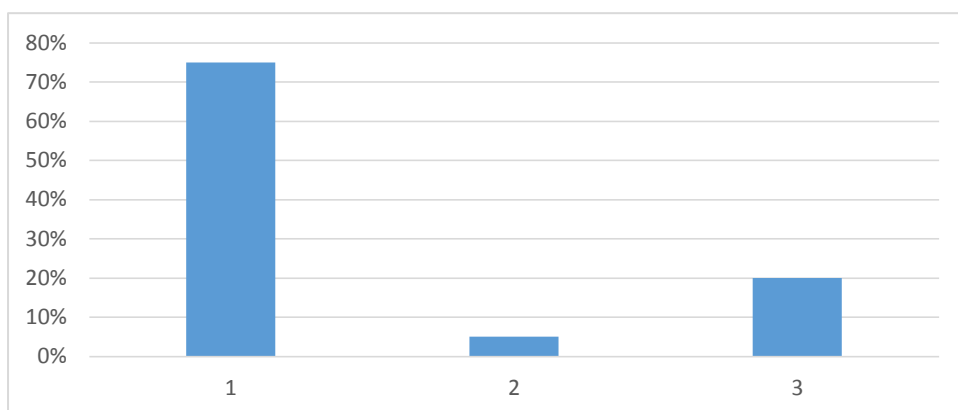
- “We found the same readings we are studying in Spanish.”
- “We are studying this reading in mathematics in Spanish.”
- “It is easier to study because the same reading we can find also in Spanish.”

Or some negative answers such as:

- “I have never understood English.”

Graph 29

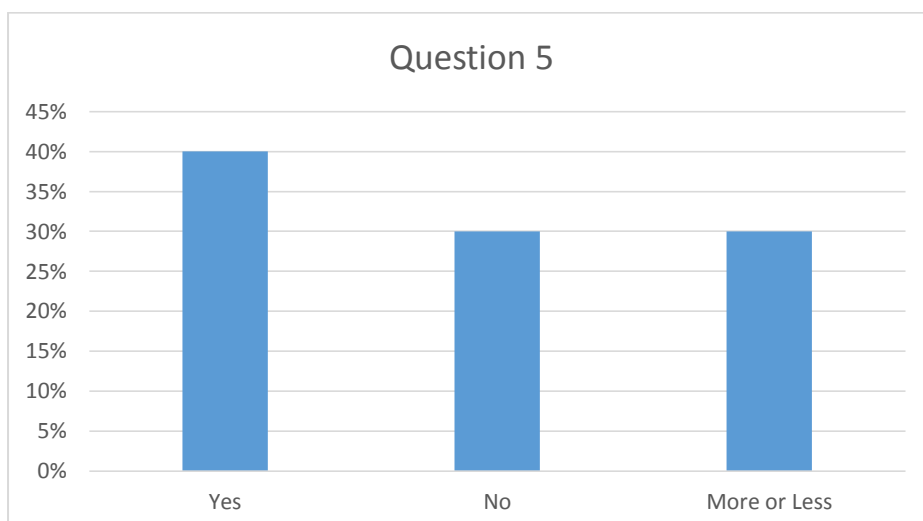
Question 4: Did you understand the reading activities used in classes based on CLIL method?



The graphic demonstrates the students' understanding of the readings and activities exposed to them. 75% (17 students) understood what the classes were about while 20% (4 students) understood more or less, and just 5% (1 student) did not understand. These results demonstrated that using the booklet based on CLIL activities, accompanied by the appropriate guide, helped the students understand the lesson better. Furthermore, it could be a good source to teach English to EFL students.

Graph 30

Question 5: During this month, did you feel encouraged to read on your own in order to learn English? Please state why or why not.



The graphic confirms that 40% (9 students) felt encouraged to read for pleasure and to learn English while 30% (7 students) answered more or less, and 30% (7 students) felt discouraged by the reading activities based on CLIL method. The results reveal that most students from the group felt encouraged to read on their own to learn English. However, the results show that only 40% (9 students) felt the desire to read on their own. If we compare the first evaluation with the last we can see the difference. Although, this process took time to accomplish. They stated some answers such as:

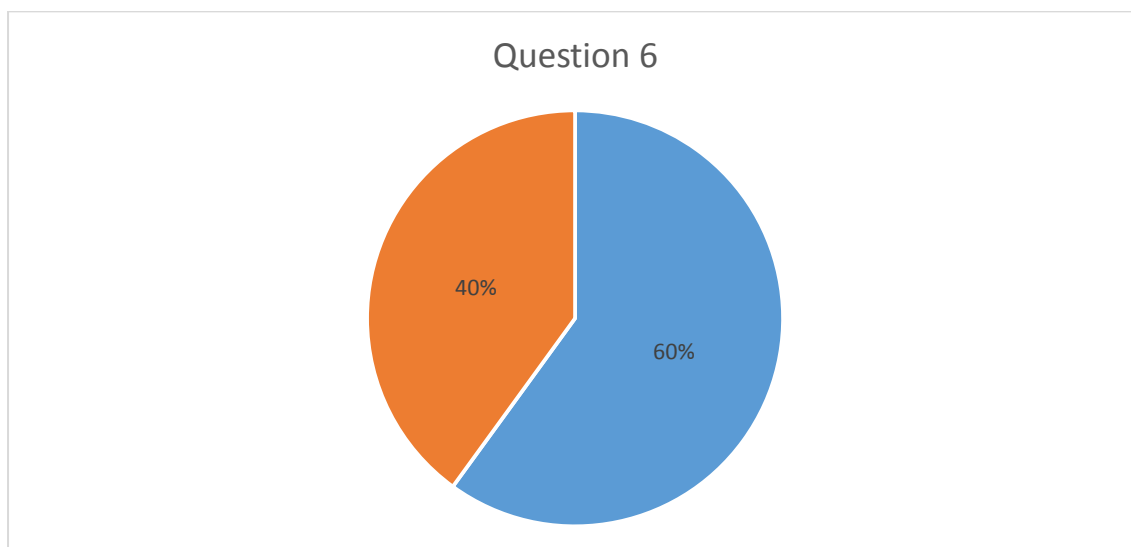
- “I like to read to learn more vocabulary in English.”
- “I would like to speak English very well.”
- “I read now at home.”

Or some comments such as:

- “I like to read but I like going out with my friends more.”

Graph 31

Question 6: Are you reading any English magazine, book, article, newspaper or other at home?





The graphic shows that 60 % (13 students) did not start to read a book on their own while 40% (9 students) accepted to start reading a book, magazine, article or newspaper. This research shows some growth in the students' desire to read for pleasure. However, the whole group were not encouraged to read for pleasure.



Chapter V

Conclusions and Recommendations

5.1 Conclusions

The aim of this research was to create a booklet to prove if eighth-grade students from Miguel Morocho School feel encouraged to read for pleasure through the use of reading activities based on the CLIL method. The lessons activities and readings used during the research time were based on the main subjects students had in Spanish. This research was applied during three periods of time to cover the entire booklet prepared by the researcher. At the end of each month, the students were evaluated by answering some questions related to the readings activities used in classes. Once the research time finished, some conclusions and recommendations based on the results are stated to this project.

First at all, this study confirmed that students, who used reading activities based on the CLIL method in EFL classes, feel more desire to study the target language. Second, the exposure to the complete booklet, based on CLIL method, facilitate the students' comprehension and help them to overcome some difficulties in the target language. Also, the booklet help students to reinforce the subjects studied in Spanish, and force them to transfer their knowledge from L1 to L2. Third, CLIL readings activities allow students to focus on using reliable and authentic materials in different situations, environments, and contexts which are meaningful for the students during the EFL classes. Fourth, CLIL readings activities in the EFL classrooms allow, teachers, caregivers and so forth, expose language learners to the authentic culture information. Thus, the students improve their reading skills by practicing different types of readings as well as their pronunciation. Finally, CLIL readings used in the EFL classrooms demonstrated to be an important method to teach English because it stimulates and simplifies the students' reading skills, and enhances their



learning. It is important to mention that when the researcher started this study, in a group of twenty-two students, none wanted to read in English. However, at the end of this study, nine students demonstrated to be encouraged to read for pleasure. They were motivated for different reasons such as the students' attitude (that means, they had the desire to study) and the comprehension of the reading activities because most of them could transfer from what they already knew to the target language.

5.2 Recommendations

This investigation demonstrated the positive results of using CLIL reading activities in English Language Teaching (ELT). However, it is important to take into account that most of the CLIL reading activities had some complicated vocabulary for the level of students. Therefore, the researcher highly recommends; first, that the teachers should use CLIL reading activities taking into consideration the level of English of the students in order to have better results during the EFL classes. Second, the teachers should create a suitable environment to allow the students overcome certain difficulties during their learning development. Third, it is important that the teachers include well-organized lesson plans. These lesson plans will help the teachers consider all the aspects of the course of study which includes presentation, practice, and production of the target language. Consequently, students will learn in a different way the target language; and as a result, the students' language production will occur unconsciously and naturally. Finally, it is necessary to take into account that not all students learn in the same way, and some students acquire the language from different teaching procedures. Therefore, the teachers must be conscious of this situation and try to choose the correct strategies to enhance the students' learning. Thus, the teachers are challenged to work very hard to encounter the assets that every student has and prepare the appropriate material for every EFL class.



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Appendices

Appendix 1 (Rate of readings)

The following figures show the rate of reading in Ecuador.

We can see in the figure #1 the reason why people do not read in Ecuador, showing the highest rate the lack of interest in 56, 8% and 31, 7% the lack of time (INEC 2012)

Figure #1

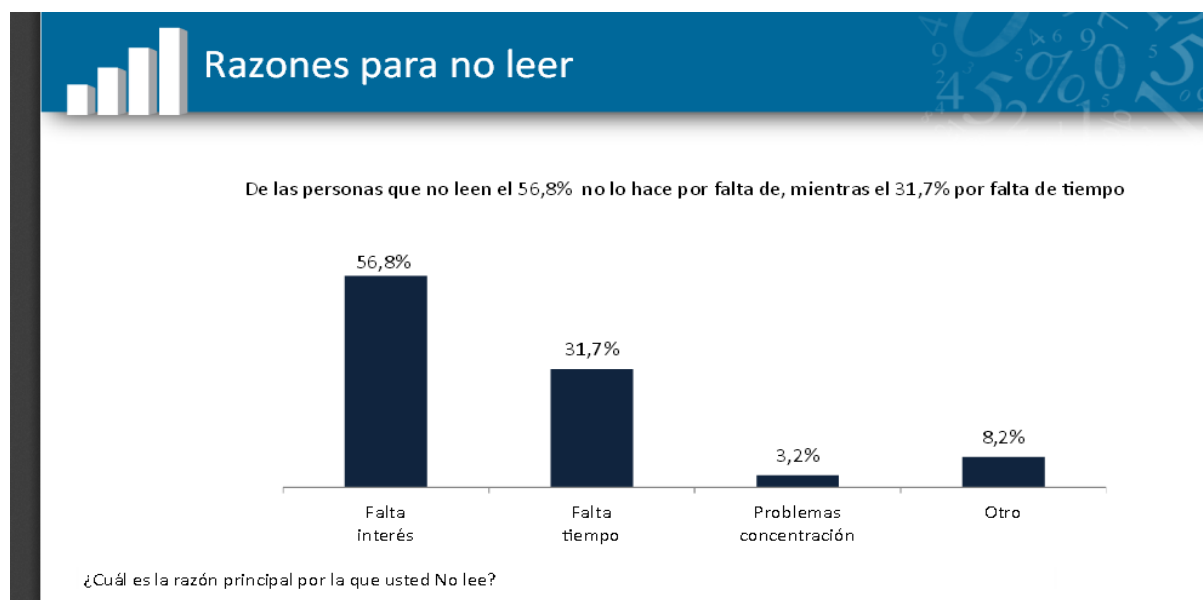
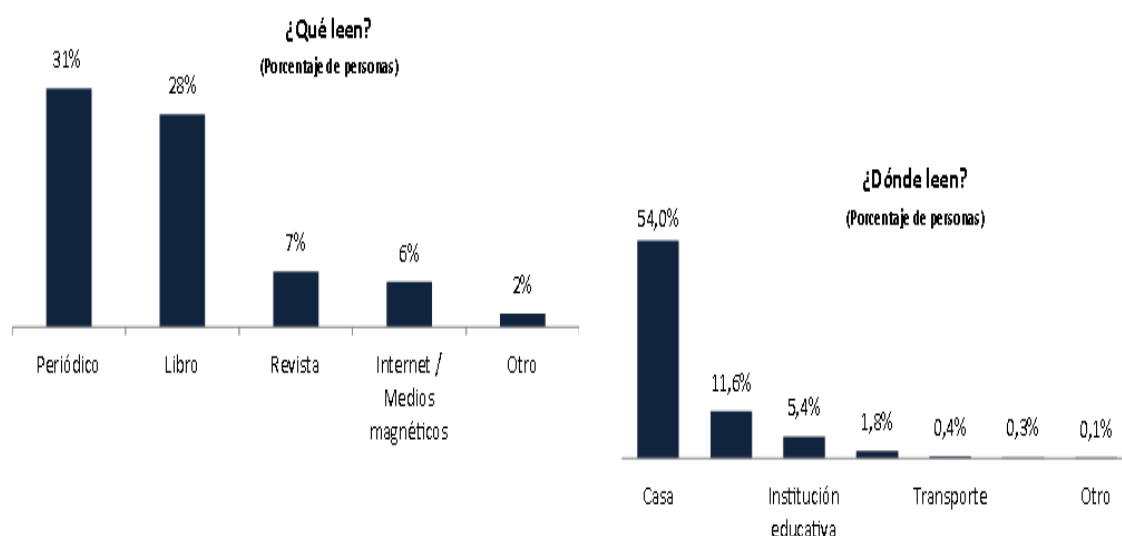


Figure # 2

31% of Ecuadorian people read a newspaper in their time and only 28% read a book. The 54% read in their home and 0, 3% read in a library.

El 31% de ecuatorianos lee un periódico en su tiempo libre, y tan solo el 28% lee un libro. El 54% de la población lee en su propia casa, y el 0,3% leen en una biblioteca.





Appendix 2 (Survey)

Miguel Morocho School

Survey Date: 3-02-2015

INSTRUCCIONES

A continuación te vamos a hacer algunas preguntas sobre ti. Es importante que pongas atención e interés y, sobre todo, que respondas con sinceridad a todo lo que se te pregunta. No hay respuestas correctas ni incorrectas. Además, puesto que el cuestionario es anónimo, nadie va a conocer tus respuestas. Intenta no dejar ninguna cuestión sin contestar: son fáciles y tienes tiempo suficiente. La forma de responder es sencilla, solo debes llenar la respuesta o para cada cuestión debes marcar con una cruz la casilla que corresponda con tu respuesta.

¿Fecha de nacimiento?_____

Hombre

☐

mujer ☐

1. ¿cuál es la lengua que se habla en la casa habitualmente?

Español ☐

quichua ☐

Inglés ☐

2. Ordena, del 1 al 5, las siguientes actividades, siendo 1 lo que más te gusta hacer y

5 lo que menos.

2.1 :Practicar algún deporte ____

2.2 :Salir con amigos y amigas____

2.3 :Ver la televisión____

2.4 :Navegar por internet____

2.5 :Leer____

3. ¿Te gusta leer?

Nada ☐

Muy poco ☐

Algo ☐

Bastante ☐

Mucho ☐

4. ¿Qué tipo de lecturas te gusta? Bastante Algo Nada

Románticas

☐☐☐

Ciencia y tecnología

☐☐☐

Música

☐☐☐

Terror

☐☐☐

Los libros de la escuela

☐☐☐



5. ¿Te gusta leer en inglés?

Nada ☐ Muy poco ☐ Algo ☐ Bastante ☐ Mucho ☐

6. ¿Te gustaría tener la oportunidad de leer en inglés los artículos de tus libros de materia? Si ☐ No ☐

7. ¿Nos proporcionarías una lectura de cada materia principal del currículo de acuerdo a tu gusto para ser traducida al inglés y así trabajada en clases?

Si ☐ No ☐



Appendix 3 (Pre-test)

Miguel Morocho School

Pre-Test for students Date: 2-03-2015

Please fill in the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this pre-test will not affect your score. Please do not write your name on the pre-test. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you.

Male ☐ Female ☐ Age_____

Question 1: Have you used reading activities before?

Yes ☐ No ☐

Question 2: How often do you use reading activities in classes?

Sometimes ☐ Often ☐ Very often ☐ Always ☐ Never ☐

Question 3: When you use readings on your own, what do you usually use it for? (You may choose more than one answer)

Entertainment ☐ Education ☐ Studying ☐ English ☐ Other ☐

(Please specify)_____

Question 4: Are the models of the reading activities helpful in your comprehension development?

Strongly agree ☐ Agree ☐ disagree ☐ strongly disagree ☐

Question 5: Does using reading activities make classes more interesting?

Strongly agree ☐ agree ☐ disagree ☐ strongly disagree ☐

Question 6: Were the reading activities used relevant to what was studied in class?

Strongly agree ☐ agree ☐ disagree ☐ strongly disagree ☐

Question 7: Has using reading activities been beneficial to improving your reading skills?



Yes ☐

No ☐

Question 8: Have you ever felt motivated to read by yourself to study English outside your class?

Yes ☐

No ☐



Appendix 4 (Post-test 1)

First period of classes Date: 1-4-2015

Miguel Morocho School

Please fill in the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this post-test will not affect your score. Please do not write your name on the post-test. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you.

Male ☐ Female ☐ Age _____

1. Do you think you will use the information received this month from the reading activities in real life situations?

Yes ☐ No ☐ Maybe ☐

2. Was this month's classes interesting?

Very interesting ☐ Interesting ☐ Not very interesting ☐ not interesting at all ☐

3. Were the readings and the activities, related to the topics of the book you are studying in Spanish? Please state why or why not?

Si ☐ No ☐

4. Did you understand the reading activities used in classes based on CLIL method?

Yes ☐ No ☐ More or less ☐

5. during this month, did you feel encourage to read by your own to learn English, Please state why or why not?

Yes ☐ No ☐ More or less ☐



Appendix 5 (Post-test 2)

Second period of classes Date: 30-4-2015

Miguel Morocho School

Please fill in the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this post-test will not affect your score. Please do not write your name on the post-test. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you.

Male ☐

Female ☐

Age _____

1. Do you think, you will use the information received this month from the reading activities in real life situations?

Yes ☐

No ☐

Maybe ☐

2. Was this month's classes interesting?

Very interesting ☐

Interesting ☐

Not very interesting ☐

Not interesting at all ☐

3. Were the readings and the activities, related to the topics of the book you are studying in Spanish? Please state why or why not?

Si ☐

No ☐

4. Did you understand the reading activities used in classes based on CLIL method?

Yes ☐

No ☐

More or less ☐

5. During this month, did you feel encourage to read by your own to learn English, Please state why or why not?

Yes ☐

No ☐

More or less ☐



Appendix 6 (Post-test 3)

Third period of classes Date: 10-6-2015

Miguel Morocho School

Please fill in the following questionnaire carefully and properly. Your thoughts and opinions are very important to me. The results of this pot-test will not affect your score. Please do not write your name on the post-test. This investigation is merely for study resolutions. All statistics will be collected and will not be used to assess you.

Male ☐ Female ☐ Age_____

1. Do you think you will use the information received this month from the reading activities in real life situations?

Yes ☐ No ☐ Maybe ☐

2. Was this month's classes interesting?

Very interesting ☐ Interesting ☐ Not very interesting ☐ Not interesting at all ☐

3. Were the readings and the activities, related to the topics of the book you are studying in Spanish? Please state why or why not.

Si ☐ No ☐

4. Did you understand the reading activities used in classes based on CLIL method?

Yes ☐ No ☐ More or less ☐

5. During this month, did you feel encouraged to read by your own in order to learn English? Please state why or why not.

Yes ☐ No ☐ More or less ☐

6. Are you reading any English magazine, book, article, newspaper or other at home?

Yes ☐ No ☐



Appendix 7 CLIL Booklet

As part of the process, this fragment of the project is focused on a booklet created to be part of the study of the English program to eighth-grade students from Miguel Morocho School. All the activities were taken from the main curricular subjects that students had in eighth-grade, but those activities were based on the CLIL method. In order to promote students' encouragement, and they may recognize many vocabulary words taught before in the mother tongue.

Aim:

The main aim of this booklet is to encourage students to read for pleasure in the target language (L2) as they are reading in their native language (L1). Also, this booklet intends to bring some readings from the books studied in the subjects taught in Spanish.

Social Studies

First CLIL Reading Activity

The Livestock Sector

Pre-reading

In order to guess, what the topic is going to be about; the students are going to play a game called “Hanged Man”.

The teacher will explain students, how they are going to play. First, the teacher will write on the board some words related to the reading activity such as Cattle, milk, pigs, culinary, heritage, guinea pig, cuisine. After, the teacher will explain the meaning of the vocabulary and draw a little part of the hanged man. The game will start and the students should guess the topic.

While-reading

The teacher will give each student a piece of paper with the reading activity on it, and the whole class will start to skim the reading. Afterwards, some students will read individually to the class and the teacher will check this process to see if the students are assimilating the vocabulary.

Reading 1



Cattle allows have milk and meat. In the inter-zone cows produce six liters of milk per day. On the other hand, pigs in this area are consumed in a variety of dishes to be part of the culinary heritage of different cultures. Guinea pig among the animals has importance in cultural terms. This animal is part of the Ecuadorian cuisine, and it is considered exotic in other regions (Martínez, 2011, p. 15).

Post-reading

- In order to retain in a better way the vocabulary exposed to the students, they are going to do a role-play. The teacher will split the class into four groups and they are going to perform the sound of the animals viewed in the reading passage. The group that grasp more words is going to be the winner.
- As part of the learning process, the students will organize a little trip with their families to visit somewhere in the countryside. After that, they are going to describe the life in the countryside and some differences between the city and the countryside. Then, the students are going to create a power point presentation about the animals they have seen. Finally, the students will present their power point to the rest of the class.

Second CLIL Reading Activity

The Industrial Sector in the Country

Pre-reading

In order to guess, what the reading activity is going to be about; the teacher is going to split the class into two groups. The teacher will have some charts with different words, and the students are going to match each word with the meaning of the Spanish word as soon as possible.

Upgraded =	modernizar
Economy=	economía
Drilled=	perforado
Resource=	recurso
Oil=	aceite
Industry=	industria

While-reading

The teacher will give the information required for the reading activity, and the whole class will look for unknown words in the reading passage. Afterwards, the class will read, and the teacher will monitor this process to see if the students are assimilating the new vocabulary.

Reading 2



Ecuador is a country whose economy was based on agriculture. Since 1950, the government has been upgraded economic activities related to manufacturing, given the growth of new cities and population centers. The oil industry is quite recent. The first commercial was drilled by Texaco in 1967. Today this resource generates the most revenue for the state budget. The oil activity in Ecuador became a change to the people who live in the Amazon region. Many communities changed their way of social organization and practices of their culture in relation to the oil fields (Martinez, 2011, p. 18).

Post-reading

Writing activity

The students are going to make sentences with the unknown vocabulary for them; and after that, they are going to expose their sentences in front of the class

Example:

We live in an upgraded city.

He would like to work in the oil industry.

Third CLIL Reading Activity

1999 Year of Crisis

Pre-reading

Guess the picture

The teacher is going to provide some words to a volunteer student that is going to draw a picture. The students are going to guess what word is related to that picture. The person who guesses correctly comes to the front to draw another picture.

Example:



While-reading

The teacher will give the information required for the reading activity to his/her students, and the whole class will look for unknown words in the reading passage.

Afterwards, the whole class will read and the teacher will monitor this process in order to see if students are assimilating the new vocabulary. Then, some students are going to read individually to the class, and the teacher will correct pronunciation.

Reading 3



The year 1999 witnessed a crisis without unprecedented measures in the financial system of Ecuador. Many banks had to close their doors. Billions of dollars were invested in what was called the Bailout. Three billion dollars of depositors were retained. The result of this crisis was the disappearance of the “sucre” as currency and the adoption of the US dollar (Martinez, 2011, p. 26).

Post-reading

After reading the text, the students are going to highlight the keywords in a text. The teacher is going to begin with one word and create a sentence to model the process to the students. After, the students are going to highlight the key words and make a sentence with each word highlighted. In the meantime, the teacher will ask the students to complete the same task in another section of the text, and he/she will ask them to share their choices and their reasons either to a partner or to the whole group.

Fourth CLIL Reading Activity

The State and the Rights of its Citizens

Pre-reading

- Before reading a text selection, the teacher will facilitate a group discussion about the central concepts in the selected text.
- The conversation will start; the teacher might write on the board some questions such as:
- “What comes to your mind when you hear the word **society, welfare, rights, constitution, and good-living?**”
- “Could you guess what the text is going to be about?”

While-reading

The teacher will give the information required for the reading activity, and the whole class will look for unknown words in the reading passage. Afterwards, the whole class will read and the teacher will monitor this process to see if students are assimilating the new vocabulary.

Reading 4



The state plays a very important role in the integral development process of the society. Its function ensures that the collective welfare is done; thus, it ensures and

guarantees the rights of individuals, groups and communities. The state does not act alone, it requires the participation of the society as a unity.

The state must act in harmony with the principles and the rights set down on the Constitution and the laws of the nation. In fact, the state has responsibilities for a wide range of themes such as: civil and political rights, economy, social and cultural rights, people and solidarity, and the information to the society. All of them will take effect to allow good-living or “sumak kawsay” (Martinez, 2011, p. 94).

Post-reading

The students are going to build a semantic map; the teacher will split the class into four groups, and each group is going to work in a semantic map with a piece of paper. Each group will choose eight words that students will not understand very well. Afterwards, they are going to write their own understanding. Finally they are going to write the correct meaning of each word looking the meaning in the dictionary; then, they will expose the semantic map in front of the class.



Language and Literature

Fifth CLIL Reading Activity

What is a Social Campaign?

Pre-reading.

The teacher will introduce the topic. After, In order to predict what students are going to read about, they are going to play a game. The teacher is going to split the class into four groups, and they are going to try to write on a sheet of paper as much vocabulary as possible while they are comparing with the reading they have in their books in the mother tongue. The group which will have more correct answers is going to win a reward.

While-reading

The teacher will give the information required for the reading activity to his/her students, and the whole class will look for unknown words in the reading passage.

Afterwards, the whole class will read and the teacher will monitor this process in order to see if the students are assimilating the new vocabulary. Then, some students are going to read individually to the class, and the teacher will correct their pronunciation.

Reading 5



A social campaign is an initiative to communicate something; its main goal is to influence the behavior of individuals. Its purpose is to raise awareness upon social problems, and in some cases, conduct or provide an alternative solution to these problems.

The social campaign has the responsibility to promote values and attitudes that contribute to the welfare of the society as a whole, and even though the advertisings may use many similar techniques, they should not promote products or services that benefit companies or individuals (Carriazo, 2011, pág. 11).

Post-reading

- The students are going to make a chart with a piece of cardboard; they are going to stick some pictures about a social campaign. Afterwards, students are going to expose their charts to the whole class. Then, they are going to say the reasons why they have chosen those pictures.
- Example:
- Take out childhood works



- Finally, the students are going to write a phrase related to the social campaign in a piece of cardboard, and they are going to stick them on the walls of the classroom.

Sixth CLIL Reading Activity

Respectable Work and Development through the Girls' Education

Pre-reading

The teacher will present the vocabulary using mime and gestures or questions, and the students are going to guess the words. If a student answer the words in Spanish, the teacher will have to translate those words. Then, he/she will stick some pictures on the whiteboard related to the new vocabulary. After that, the students are going to open their Spanish books in page 15 to compare the reading activity.

While-reading

The teacher will offer the information required for the reading activity, and the class will look for unknown words in the reading passage. Afterwards, the class will read, and the teacher will check this process to see if the students are assimilating the new vocabulary. Moreover, the teacher is going to read alone, and the entire class is going to listen to the teacher. The teacher is going to choose some students, and they are going to read the reading activity.

Reading 6



For a child, education is the first step to accessing a respectable work in a standard life when he/she reaches adulthood. Researchers have shown that educating to the girls are one of the most effective ways to combat poverty. Educated girls are more likely to earn higher wages, marry later, have fewer children, and have greater power of decision in their families. Also, it is more likely that they seek to educate their own children thus contribute to eradicate childhood labor in the future. Eliminating childhood labor among the girls and promoting their rights to education is an important element to promote development and respectable work. (Carriazo, 2011, p.15).

Post-reading

Writing activity

- The students are going to write some sentences with the unknown vocabulary for them; after that, they are going to show their sentences in front of the class.

Example:

Education is part of our life.

Educated girls can earn more money.

- The students are going to write the main idea of the paragraph

Seventh CLIL Reading Activity

Posters

Pre-reading

The teacher is going to give some words to a volunteer student who is going to draw a picture. Then, the students are going to guess what the word relates to that picture. The person who will guess correctly will come to the front to draw another picture. Moreover, the students are going to open their Spanish books to compare the vocabulary in both languages.

While-reading

The teacher will give to the students a piece of paper with the reading activity on it, and the class will start to skim the CLIL reading activity. Afterwards, some students will read individually to the class, and the teacher will check this process to see if the students are assimilating the new vocabulary. Afterwards, the students are going to scan the reading activity, and each student is going to read individually. Finally, the teacher is going to choose some students to read aloud.

Reading 7



Posters are planned and designed images to announce a message, uttering something, and spreading it. It is pretended that the message carried out by the poster can catch the receiver attention (it may be public in general or a specific sector) to be clearly understood. Posters are projected to be read and covered quickly. They should catch the eye and the interest of viewers. Posters have colors, shapes, and visual textures. Visual texture refers to a visual appearance which is achieved as a result of the combination and interaction of the colors and the tones. (Carriazo, 2011, p.23).

Post-reading

- The students are going to cut some posters from a magazine according to their likes and dislikes and stick them in a piece of cardboard to create a poster; after that, they are going to expose their posters to the class.
- The students are going to write five sentences using some words from the reading activity.

Example:

Posters are planned and designed images.

Posters can catch the attention of the people.



Eighth CLIL Reading Activity

What is an Advertising?

Pre-reading

The teacher will introduce the topic. Then, In order to predict what students are going to read about; they are going to play a game. The teacher is going to split the class into four groups, and the students are going to try to write on a sheet of paper as much vocabulary as possible while they are comparing with the reading they have in their books in the mother tongue. The group which will have more positive answers is going to win a reward.

While-reading

The teacher will give the information required for the reading activity, and the class will look for unknown words in the reading passage. At the same time, they will skim the CLIL reading activity. Afterwards, the class will read, and the teacher will check this process to see if the students are assimilating the new vocabulary. Moreover, the teacher is going to read alone, and the class is going to listen to the teacher. At this time, the students will start to scan the reading. Finally, Teacher is going to choose some students, and they are going to read the reading activity helped by the teacher.

Reading 8



Advertising refers to a group of texts which main purpose is its appellate function to influence the actions, beliefs, and attitudes of the readers. One of the most important advertising is the advertising text commercial, where companies want to convince, people or institutions, to buy their products or services. Advertising has long-standing, but today its use has increased in big societies to encourage the purchase of the new products or services. There are various sort of advertising such as television, radio, on a public road, in newspapers, and magazines looking to create a need for the customers. (Carriazo, 2011, p. 38).

Post-reading

- After reading the text, the students are going to highlight some keywords in the text.

The teacher is going to begin with a small sentence to model the process to the students.

Example:

Advertising refers to a group of texts which main **purpose** is its appellate function

After, the teacher will ask the students to complete the same task in another section of the text, and he will ask them to share their choices to the whole group.



- The students are going to do a role-play. The class is going to be splitted into groups, and each group is going to do a role-play about vendors and customers. The vendors will announce some products, and the costumers will buy the products.



Mathematics

Ninth CLIL Reading Activity

Absolute Value of an Entire Number

Pre-reading

The teacher will have a box with some words inside related to the vocabulary to be studied in the reading activity; such as, natural number, sign, preside, absolute value and so on. The teacher is going to split the class into groups, and they are going to write five sentences with the words from the box. After that, the students are going to try to guess what the reading is going to be about. Then, the students are going to look at the book in Spanish, and they are going to read for five minutes.

While-reading

The teacher will give each student a piece of paper with the reading activity on it, and the class will start to skim the reading activity. Afterwards, some students will read individually to the class and the teacher will check this process to see if the students are assimilating the new vocabulary. Then, the students are going to scan the reading activity and each student is going to read individually. Finally, the teacher is going to choose some students to read aloud.

Reading 9

Número entero	Número natural
-1	1
+1	1
-5	5
+5	5

■ *Tabla 1.*

All numbers, except 0, are written with a sign or a natural number. If we prescind the sign, we can create a connection between the entire numbers and the natural numbers (Table 1). We can say that the natural number to correspond to each entire number is its absolute value. Thus, the absolute value of -1 is 1 and -5 is 5. (EDEBÉ, 2011, pág. 11).

Post-reading

The students are going to fill the following chart with some words they will choose from the reading passage. After, they are going to write their definition after the hints from the chart.

Topic: Absolute value of an entire number		
What I know	What I want to know	What I learnt



--	--	--

After, the teacher is going to choose some students to share what they have written in their charts

Tenth CLIL Reading Activity

Using Brackets

Pre-reading

The teacher will present the vocabulary using mime and gestures or questions, and students are going to guess the words. If the students answer in Spanish, the teacher has to translate those words. Then, he/she will stick the pictures on the whiteboard about the related vocabulary. After that, the students are going to open their Spanish books in page 17 to compare the vocabulary with the reading activity.

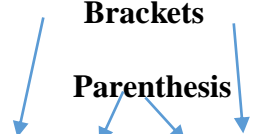
While-reading

The teacher will offer the information required for the reading activity, and the class will look for unknown words in the reading passage. At the same time, the students are going to skim the reading passage. Afterwards, the class will read, and the teacher will check this process to see if the students are assimilating the new vocabulary. Moreover, the teacher is going to read alone, and the entire class is going to listen to the teacher. At this time, the students will start to scan the reading passage. Finally, the teacher is going to choose some students, and they are going to read the reading activity helped by the teacher.

Reading 10

Sometimes we can find expressions containing parentheses within others parentheses. To distinguish which parentheses are within the others, it is usual to substitute external ones for brackets [], and the others outside for braces {}. For example:

Brackets
Parenthesis

$$16 + (5-12) - [11 + (-3 \text{ to } 9) + 5] - 3$$


In these cases, we can begin performing the operations within parentheses or eliminating these brackets. Thus, to solve the above example, can do in two ways (Grupo EDEBE, 2011, p.17).

It is performed first the operations	We previously removed the parenthesis
<p>We conduct the operations in brackets and substitute brackets by parentheses.</p> <p>16-7 - (11-12 + 5) - 3</p> <p>• We perform the operations within parentheses and we operate.</p> <p>16-7 - 4-3 = 16-14 = 2</p>	<p>• We removed the brackets and replace the brackets for parentheses.</p> <p>16 + 5-12 - (11 - 3-9 + 5) - 3</p> <p>• We removed the new brackets and operate.</p> <p>16 + 5 - 12-11 + 3 + 9-5 - 3 =</p> <p>= 16 + 5 + 3 + 9-12 - 11-5 - 3 = 33-31 = 2</p>

Post-reading

The students are going to build a semantic map; the teacher will split the class into four groups, and each group is going to work in a semantic map related with the 8 words that students will not understand very well. Afterwards, they are going to write in a piece of paper the correct meaning and expose it in front of the class.

Eleventh CLIL Reading Activity

Good Living

Pre-reading

The teacher is going to have a box with some words of the vocabulary in it; for example: variety of weather, different clothes, culture, traditional materials and so on. The students are going to be splitted into groups, and they are going to write some sentences with words from the reading passage. Afterwards, the students are going to try to guess what the reading is going to be about. Then, the students are going to look at the book in Spanish, and they are going to read for 5 minutes.

While-reading

The teacher will give each student a piece of paper with the reading activity on it, and the class will start to skim the CLIL reading activity. Afterwards, some students will read individually to the class, and the teacher will check this process to see if the students are assimilating the new vocabulary. Then, the students are going to scan the reading activity, and each student is going to read individually. Finally, the teacher is going to choose some students to read aloud.

Reading 11



Do you know that Ecuador has a variety of weather throughout its territory?

As a result, there are different clothes according to its culture and its geographical condition.

On the coast, the Galapagos Islands, and Amazon regions temperatures range between 20 ° C and 35 ° C; people generally wear bright, light, and colorful clothes to prevent the sun's rays. On the other hand, in the Highlands temperatures range between 8 ° C and 26 ° C, and the snowy places can reach temperatures below 0 ° C. Therefore, warm clothes are needed to protect the body. Local people and indigenous groups have used traditional materials such as sheep' wool or llamas' wool for clothing. When activities such as mountaineering are implemented, it is essential to know how to protect the body from cold and keep it in good condition (Grupo EDEBE, 2011, p. 33).

Post-reading

Story map: to have a better comprehension students are going to answer some questions on a sheet of paper.

Question	Answer
What kind of clothes people from the coast, the Galapagos Islands, and Amazon regions used to wear?	
Is in the Highlands region necessary to wear warm clothes?	
Why do people from Ecuador wear a different kind of clothes in its regions?	

Finally, each student is going to share his/her answers with the rest of the class.



Twelfth CLIL Reading Activity

Good Living

Pre-reading

Creating a story

In. this time, the teacher is going to have a box with some words or phrases inside the box. The words or phrases could be such as environment, cultural values, living beings, the intangibles things, future generations, men contamination, and so forth. Then, students are going to make groups according to the large of the class. After, each group is going to select a leader; the leader is going to choose some words or phrases from the box. Every group is going to create a story with the words chosen. Finally, the team is going to do a role-play according to the team's story. Then, the students are going to open their Spanish books in page 63, and they are going to read for 5 minutes

While-reading

The teacher will offer the information required for the reading activity, and the class will look for unknown words in the reading passage. At the same time, the students will skim the reading. Afterwards, the class will read, and the teacher will check this process to see if the students are assimilating the new vocabulary. Moreover, the teacher is going to read alone, and the entire class is going to listen to the teacher. At this time, the students will start to scan the reading passage. Finally, the teacher is going to choose some students, and they are going to read the reading activity helped by the teacher.

Reading 12



Environment means everything that affects a living creature, and it determines the circumstances of people and the existence society. It includes all natural, social, and cultural values which exist in a moment and in a determined place. Those values influence the human beings life and their future generations. In other words, it is not only space whereby the life is developed, but also it has living beings, objects, water, soil, air, the intangibles things like culture and their relationship among them, as well. There are high levels of pollution caused by men, but not only men contaminate because there are some natural factors. In spite of bringing profits, they pollute the environment (Grupo EDEBE, 2011, p.63).

Post-reading

- The students are going to write some sentences with the unknown vocabulary for them; after that, they are going to show their sentences in front of the class.

Example:

Environment means everything that affects a living creature.

There are high levels of pollution caused by men.

- The students are going to write the main idea of the paragraph.

Natural Science

Thirteenth CLIL Reading Activity

In Search of Clean Energy

Pre-reading

The teacher is going to split the class into four groups, and they are going to try to write on a sheet of paper as much vocabulary as possible while they are comparing with the reading they have in their books in the mother tongue. The group which will have more positive answers is going to win a reward. After that, they are going to write some sentences related with the reading passage and share them with the class.

The students are going to open their Spanish books and read them for 5 minutes.

While-reading

The teacher will offer the information required for the reading activity, and the class will look for unknown words in the reading passage. At the same time, the students will skim the reading passage. Afterwards, the class will read, and the teacher will check this process to see if the students are assimilating the new vocabulary. Moreover, the teacher is going to read alone y the entire class is going to listen to the teacher. At this time, the students will start to scan the reading passage. Finally, the teacher is going to choose some students, and they are going to read the reading activity helped by the teacher.

Reading 13





Power generation from conventional sources such as oil has caused major environmental problems of pollution. The necessity to live in harmony with the nature has forced to seek for sources of alternative energy. Solar energy, hydraulic, and wind energy are clean samples because they do not produce waste to the environment
(Villalba, 2011, p. 10).

Post-reading

- In order to have a better understanding, the students are going to read one time in Spanish and other time in English, and they will do the same activity for 5 times
- The students are going to write words in English with their meaning in Spanish

For example:

Environmental problems = problemas del Medio Ambiente

Harmony= armonía

- Finally, each student is going to share his/her words with a peer.

Fourteenth CLIL Reading Activity

Fight against Desertification

Pre-reading

The teacher is going to have a box with some words or phrases inside the box; for example: desertification, human activity, soil degradation, land food chain and so on. The students are going to be splitted into groups, and they are going to create sentences with each word or phrase. Afterwards, the students are going to guess what the reading is going to be about. Then, the students are going to look at the Spanish books, and they are going to read for 5 minutes.

While-reading

The teacher will offer the information required for the reading activity, and the class will look for unknown words in the reading passage. At the same time, they will skim the reading. Afterwards, the class will read, and the teacher will check this process to see if the students are assimilating the new vocabulary. Moreover, the teacher is going to read alone y the entire class is going to listen to the teacher. At this time, the students will start to scan the reading. Finally, the teacher is going to choose some students, and they are going to read the reading activity helped by the teacher.


Reading 14



The soil desertification is the outcome of the climate changes and the human activity. As a result, of these phenomena such as erosion, nutrient reduction, and salinization, the productivity in arid zones decreases. Also, these activities degrade the soil, and it loses the ability to support plants. The Soil degradation affects all land food chain. For that reason, preventing soil degradation is a priority worldwide (Cristina Villalba, 2011, p.46).

Post-reading

The teacher is going to split the class into groups; each group is going to make a chart with the words exposed to them. For each word, the students are going to write the meaning according to their understanding; after that, they are going to look at the dictionary the correct meaning and write it down.

<p>Desertification: when the soil is without any nutrient.</p> <p>Desertification: the processes by which an area becomes a desert.</p>	<p>Draw a picture</p> 
Climate	
Soil	
Worldwide	

Finally, each student is going to expose his/her chart to the rest of the class and share what she/he did.

Fifteenth CLIL Reading Activity

We will Take Care of the Groundwater.

Pre-reading

The teacher will present the vocabulary using mime and gestures or questions, and the students are going to guess the words. If students answer the words in Spanish, the teacher will have to translate those words. Then, he/she will stick some pictures on the whiteboard about the related vocabulary. After that, students are going to open their Spanish books in page 17 to compare the vocabulary in both languages, and they are going to read for 5 minutes.

While-reading

The teacher will give each student a piece of paper with the reading activity on it, and the class will start to skim the reading. Afterwards, some students will read individually to the class, and the teacher will check this process to see if the students are assimilating the new vocabulary. Then, the students are going to scan the reading activity, and each student is going to read individually. Finally, the teacher is going to choose some students to read aloud.

Reading 15



Across the country, there are enormous groundwater reserves that support the main cities in the country. The availabilities of obtain groundwater is huge. Nevertheless, these supply systems of human resource consumption and irrigation is insufficient. Superficial and underground water are natural renewable resources, and people must protect these resources for the next generations. A good practice for a good-living is that municipalities, cooperatives, communities and general population must learn how to use these resources equitably, self-control them, and worried to not contaminate underground water sources (Cristina Villalba, 2011, p.86).

Post-reading

The students are going to fill the following chart with some words they will choose from the reading passage. After, they are going to write their definition after the hints from the chart.

Topic: Underground Water Sources		
What I know	What I want to know	What I learnt

Finally, each group is going to share its answers with the class.



Sixteenth CLIL Reading Activity

Ecuador, a Biodiversity Country

Pre-reading

Creating a story

The teacher is going to have a box with some words or phrases inside the box; for example: protected areas, biological diversity, heritage, archaeological values, ecosystem, biodiversity, landscapes diversity, attractive tourism, and so on. Then, the students are going to make groups according to the large of the class. After, each group is going to select a leader; the leader is going to choose some words or phrases from the box. Later, every group is going to create a story with the words chosen. Finally, the team is going to do a role-play according to the words the leader has chosen. After that, students are going to open their Spanish books in page 63, and they are going to read for 5 minutes to have a better understanding.

While-reading

The teacher will offer the information required for the reading activity, and the class will look for unknown words in the reading passage. At the same time, the students are going to skim reading. Afterwards, the class will read and the teacher will check this process to see if the students are assimilating the new vocabulary. Moreover, the teacher is going to read alone, and the class is going to listen to the teacher. At this time, the students will start to scan the reading. Finally, the teacher is going to choose some students, and they are going to read the reading activity helped by the teacher.

Reading 16



The state has declared a large number of protected areas to keep biological diversity areas. This set of protected areas forms what is known as heritage natural areas of state. Therefore, to be considered as heritage; it has followed standards of environmental quality taking into account all aspects of each ecosystem, biodiversity, landscapes diversity, attractive tourism, archaeological values, and native ethnic groups, among others. In this heritage, there are national parks, biological, ecological, and botanical reserves, marine reservations, wildlife national refuges, and areas of recreation such as National Park Sangay or Podocarpus. (Cristina Villalba, 2011, p.152).

Post-reading

- The students are going to take a piece of cardboard, draw some pictures about the environmental problems, and write how to avoid them. After that, they are going to

present their works to the entire class. Finally, the students are going to talk about the reasons why they have chosen those pictures.

- Example:
- Air pollution
- At this time, the students are going to write a phrase about the environmental problems in a piece of cardboard, and they are going to stick them on the walls of the classroom.
- Example:
- Save the world
- Finally, the students are going to use a semantic map to write the new vocabulary words learned in class.

